NEVADA EDUCATOR PERFORMANCE FRAMEWORK (NEPF) STATEWIDE EVALUATION SYSTEM

TEACHER AND ADMINISTRATOR
PROTOCOLS/TOOLS

FOR
TRAINING AND VALIDATION
PURPOSES



September 19, 2014

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Nevada Educator Performance Framework Evaluation System

EVALUATION SYSTEM GOALS

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional

growth system.

MAIN PURPOSES OF THE EVALUATION FRAMEWORK

The overall purpose of Nevada's Educator Performance Framework is to identify effective instruction and leadership, and to establish criteria to determine:

- the professional development needs of educators (goals 1, 2, 3 & 4)
- information on which to base human capital decisions including rewards and consequences (qoal 3); and
- whether educators are:
 - o using data to inform decision making (qoals 1, 2 & 4)
 - o helping students meet achievement targets and performance expectations (goals 1 & 4)
 - o effectively engaging families (goals 1 & 2)
 - o collaborating effectively (goals 1, 2, & 3)

OVERVIEW OF THE FRAMEWORKS

Figure 1: Nevada Educator Performance Framework for TEACHERS

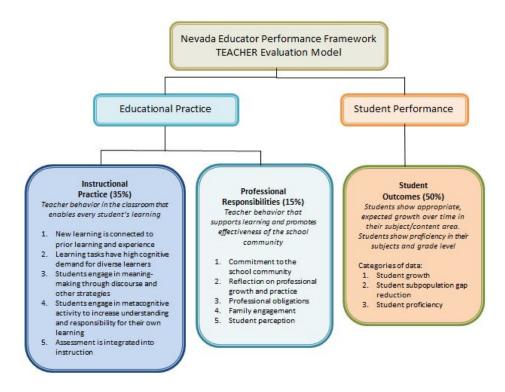
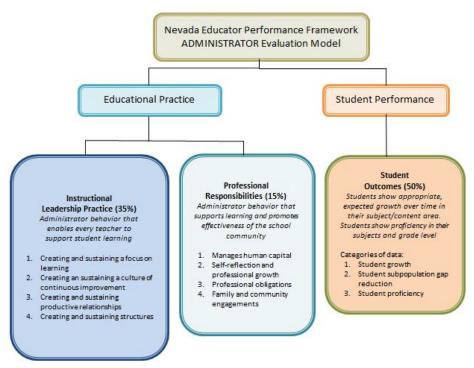


Figure 2: Nevada Educator Performance Framework for ADMINISTRATORS



Standards and Indicators - TEACHERS

The Teacher Framework assesses teacher performance across the two overarching categories of Educational Practice and Student Performance. The two domains that make up Educational Practice are: Instructional Practice and Professional Responsibilities. The Instructional Practice domain sets the standards for measuring the teacher behavior delivering instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities domain addresses the standards for what a teacher does outside of instruction to influence and prepare for learning at the highest level in the classroom and promote effectiveness of the school community.

The teacher domains have been determined as a result of a rigorous review of existing standards, including the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Board for Professional Teaching Standards (NBPTS), as well as examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards will broaden the depth and breadth of the system. The Standards are based on a vast body of empirical evidence demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready. Additionally, and somewhat unique to Nevada, is the inclusion of parent/family engagement as a specific focus area.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage of the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and her team. The rubrics and associated performance levels to assess the indicators were designed to look at teacher and student behavior, with a focus on outcomes, not processes.

Table 1: Teacher Instructional Practice Standards and Indicators

Standard 1:	ndicator 1: The teacher activat	es all students' initial understandings of new concepts and skills.
New Learning is		
Connected to	ndicator 2: The teacher makes	connections explicit between previous learning and new concepts and
Prior Learning	skills for all studen	ts.
and Experience		
	ndicator 3: The teacher makes	clear the purpose and relevance of new learning for all students.
	•	es all students opportunities to build on or challenge initial
	understandings.	
Standard 2:	ndicator 1: The teacher assigns	tasks that purposefully employ all students' cognitive abilities and skills.
Learning Tasks		
· ·	ndicator 2: The teacher assigns	tasks that place appropriate demands on each student.
Cognitive		
	ndicator 3: The teacher assign	s tasks that progressively develop all students' cognitive abilities and skills.
Diverse Learners		
	•	es with a deep belief that all children can achieve regardless of race,
		nd socio-economic status.
Standard 3:	' '	es opportunities for extended, productive discourse between the teacher
Students Engage	and student(s) and	among students.
in Meaning-		
	•	es opportunities for all students to create and interpret multiple
Discourse and	representations.	
Other Strategies		
		all students to use existing knowledge and prior experience to make
	connections and re	cognize relationships.
		res the classroom environment to enable collaboration, participation, and
	a positive affective	experience for all students.

Standard 4:	Indicator 1:	The teacher and all students understand what students are learning, why they are learning it,
Students Engage		and how they will know if they have learned it.
in Metacognitive		
Activity to	Indicator 2:	The teacher structures opportunities for self-monitored learning for all students.
Increase		
Understanding	Indicator 3:	The teacher supports all students to take actions based on the students' own self-monitoring
of and		processes.
Responsibility		
for Their Own		
Learning		
Standard 5:	Indicator 1:	The teacher plans on-going learning opportunities based on evidence of all students' current
Assessment is		learning status.
Integrated into	Indicator 2:	The teacher aligns assessment opportunities with learning goals and performance criteria.
Instruction	Indicator 3:	The teacher structures opportunities to generate evidence of learning during the lesson of all
		students.
	Indicator 4:	The teacher adapts actions based on evidence generated in the lesson for all students.

Table 2: Teacher Professional Responsibilities Standards and Indicators

Standard 1.		The teacher takes an active role on the instructional team and collaborates with collectives to
Standard 1: Commitment to	indicator 1:	The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
the School		improve instruction for all students.
Community	Indicator 3:	The teacher takes an active role in building a professional culture that supports school and
Community	indicator 2.	district initiatives.
		district fillidatives.
	Indicator 3:	The teacher takes an active role in cultivating a safe, learning-centered school culture and
		community that maintains high expectations for all students.
Standard 2:	Indicator 1:	The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of
Reflection on		data to self-reflect on his or her practice.
Professional		•
Growth and	Indicator 2:	The teacher pursues aligned professional learning opportunities to support improved
Practice		instructional practice across the school community.
	Indicator 3:	The teacher takes an active role in mentoring colleagues and pursues teacher leadership
		opportunities.
Standard 3:	Indicator 1:	The teacher models and advocates for fair, equitable, and appropriate treatment of all students
Professional		and families.
Obligations		
	Indicator 2:	The teacher models integrity in all interactions with colleagues, students, families, and the
		community.
	Indicator 2.	The teacher follows noticing regulations and procedures specific to role and responsibilities
Standard 4:		The teacher follows policies, regulations, and procedures specific to role and responsibilities. The teacher regularly facilitates two-way communication with parents and guardians, using
Family	indicator 1.	available tools that are responsive to their language needs and include parent/guardian
Engagement		requests and insights, about the goals of instruction and student progress.
Lingagement		requests and misgrits, about the goals of mistraction and student progress.
	Indicator 2:	The teacher values, respects, welcomes, and encourages students and families, of all diverse
		cultural backgrounds, to become active members of the school and views them as valuable
		assets to student learning.
		o
	Indicator 3:	The teacher informs and connects families and students to opportunities and services according
		to student needs.
Standard 5:	Indicator 1:	The students report that the teacher helps them learn.
Student		
Perception	Indicator 2:	The students report that the teacher creates a safe and supportive learning environment.
	Indicator 3:	The students report that the teacher cares about them as individuals and their goals or interests.

Standards and Indicators – ADMINISTRATORS

The Administrator Framework corresponds to the Teacher Framework in structure as well as in orientation to stakeholder values. Just as with teachers, administrators will be evaluated within the two categories of Educational Practice and Student Performance. The two domains that make up the Educational Practice category are: Instructional Leadership Practice and Professional Responsibilities. The Instructional Leadership Practice domain sets the parameters for measuring the administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This is in alignment with the Teacher Framework, in that administrators, through the evaluation support process, are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The teacher domains have been determined as a result of a rigorous review of existing administrator leadership standards, including the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based upon these standards, and in an explicit effort to align the administrator evaluation with the standards and measures identified in the teacher framework, Nevada identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

Table 3: Administrator Instructional Leadership Practice Standards and Indicators

Standard 1:	Indicator 1: The school-level administrator engages stakeholders in the development of a vision for high
Creating and	student achievement and college and career readiness, continually reviewing and adapting
sustaining a focus on learning	the vision when appropriate.
on learning	Indicator 2: The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
	Indicator 3: The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
	Indicator 4: The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.
Standard 2:	Indicator 1: The school-level administrator sets clear expectations for teacher performance and student
Creating and	performance and creates a system for consistent monitoring and follow-up on growth and
sustaining a culture of	development.
continuous	Indicator 2: The school-level administrator supports teacher development through quality observation,
improvement	feedback, coaching, and professional learning structures.
	Indicator 3: The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
	Indicator 4: The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Standard 3:	Indicator 1: The school-level administrator demonstrates a welcoming, respectful, and caring
Creating and	environment and an interest in adults and students' well-being to create a positive affective
sustaining	experience for all members of the school's community.
productive relationships	Indicator 2: The school-level administrator provides opportunities for extended, productive discourse
relationships	between the administrator and teacher(s) and among teachers to support decision-making processes.

	Indicator 3: The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.
	Indicator 4: The school-level administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.
Standard 4:	Indicator 1: The school-level administrator implements systems and processes to align curriculum,
Creating and sustaining structures	instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
	Indicator 2: The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
	Indicator 3: The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

Table 4: Administ	trator Professional Responsibilities Standards and Indicators
Standard 1:	Indicator 1: The school-level administrator collects high quality observation data and evidence of teacher
Manages	practice in a fair and equitable manner and utilizes the results of evaluations to provide
Human Capital	supports to improve performance.
	Indicator 2: The school-level administrator uses available data, including teacher effectiveness data, to
	identify, recognize, support, and retain teachers.
	Indicator 3: The school-level administrator supports the development of teacher leaders and provides
	leadership opportunities.
	Indicator 4: The school-level administrator complies with the requirements and expectations of the
	Nevada Teacher Evaluation Framework.
Standard 2:	Indicator 1: The school-level administrator seeks out feedback from colleagues and staff and uses a
Self-Reflection	variety of data to self-reflect on his or her practice.
and Professional	
Growth	Indicator 2: The school-level administrator seeks opportunities to increase their professional knowledge
	in an effort to remain current on educational research and evidence-based practices.
	Indicator 3: The school-level administrator pursues aligned professional learning opportunities to improve
	his/her instructional leadership across the school community.
Standard 3:	Indicator 1: The school-level administrator models and advocates for fair equitable and appropriate
Professional	treatment of all personnel, students, and families.
Obligations	
	Indicator 2: The school-level administrator models integrity in all interactions with colleagues, staff,
	students, family, and the community.
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	Indicator 3: The school-level administrator respects the rights of others with regard to confidentiality &
	dignity & engages in honest interactions.
	Indicator 4: The school-level administrator follows policies, regulations, and procedures specific to role
	and responsibilities.
Standard 4:	Indicator 1: The school-level administrator Involves families and the community in appropriate policy
Family and	implementation, program planning, and assessment.
Community	implementation, program planning, and assessment.
Engagement	Indicator 2: The school-level administrator involves families and community members in the realization of
Linguagement	vision and in related school improvement efforts.
	vision and in related school improvement entries.
	Indicator 3: The school-level administrator connects students and families to community health, human
	and social services as appropriate.
	and detail of vices as appropriate.

MEASURES OF STUDENT PERFORMANCE

The other category to evaluate educator performance is based on student performance. This is measured by the Student Outcomes domain and includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models, as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As states and districts implement new educator evaluation models, advances in research and promising practices are anticipated. As new research and information emerges through national and Nevada validation efforts, the Nevada approach to measuring student growth will be adapted accordingly.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

The TEACHER Student Outcomes domain includes measures of:

- student growth,
- student proficiency, and
- contributions to the reduction of subpopulation achievement gaps.

The ADMINISTRATOR Student Outcomes domain includes measures of:

- school-wide student growth,
- school-wide student proficiency, and
- school-wide reduction of subpopulation achievement gaps.

The use of this index format is intentionally designed to align with the state's approach to measuring school success through the Nevada School Performance Framework (NSPF), as described in Nevada's Elementary and Secondary Education Act Flexibility Waiver. Included are both student proficiency (did student meet the goal) as well as student growth (student achievement over time) and reduction of the achievement gap for students in poverty, who are English Language Learners, and/or who have been identified with a disability.

OBSERVATION PROCESS

Prior to engaging in this step of the process it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared.

Observations:

TEACHER Observations can be conducted by administrators and/or other authorized personnel, but the supervising administrator must conduct:

- at least two of the three required observations for probationary teachers
- at least two of the three required observations for Ineffective or Minimally Effective teachers*
- one of the two required observations for Effective teachers*
- the one required observation for Highly Effective teachers*
 *Based on the prior school year rating.

ADMINISTRATOR observations can be conducted by superintendents or other authorized personnel, but the supervising administrator <u>must</u> conduct:

- at least two of the three required observations for probationary administrators
- at least two of the three required observations for Ineffective or Minimally Effective administrators*
- one of the two required observations for Effective administrators*
- the one required observation for Highly Effective administrators*
 *Based on the prior school year rating.

"Announced" (scheduled) observations consist of a pre-observation review with the teacher/administrator and the evaluator, an observation based on the Standards, and a post-observation conference. The pre- and post-observation conference will include a list of uniform questions and potential artifacts/evidence review, as requested by the evaluator. The minimum number of announced observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle. For TEACHERS, each announced classroom observation, as one component of the teacher evaluation, needs to be conducted for a minimum of twenty minutes.

"Unannounced" observations follow the same procedure as announced observations, with the exception of the requirements for a pre-observation review and the minimum twenty-minute duration for TEACHERS. Post-observation reviews for announced and unannounced observations can be combined into a single meeting, regardless of the length of time between the observations. Unannounced observations may be conducted throughout the year, at the discretion of the evaluator, with no minimum or maximum.

<u>Pre-Observation Conferences</u>: Each announced observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the educator being evaluated leads these discussions and provides the evidence and rationale for the basis of his/her actions. Prior to engaging in this step of the process it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

<u>Post-Observation Conferences:</u> Following all observations, the Post-Observation Conference should be a joint discussion between the administrator and evaluator. This is a time during which the evaluator should provide explicit feedback on performance. Professional learning needs should be discussed and identified. Professional learning opportunities for the evaluator in how to provide explicit and constructive feedback is essential.

THE EVALUATION CYCLE

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help evaluators implement the Nevada Educator Performance Framework for Evaluation. The evaluation cycle is differentiated as outlined below, based on the level of experience and prior school year performance rating of the educator.

Table 5: Differentiated Evaluation Cycle

		Probationary educators and those previously rated as Minimally Effective or Ineffective	Post-probationary educators previously rated as Effective	Post-probationary educators previously rated as Highly Effective
Eva	luation Frequency	3 times per year (minimum)	1 time per year (minimum)	1 time per year (minimum)
Requ (P	duled Observations ired Per Evaluation er NRS 391.3125 nd NRS 391.3127)	1 scheduled observation per evaluation	2 scheduled observations per evaluation	1 scheduled observation per evaluation
		Required Evalu	uation Components	
s	elf-Assessment	Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended within 50 days of start of instruction
Analysis, Goal Setting, and Plan Development		Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended within 50 days of start of instruction
Implementation of the Plan (Per NRS 391.3125 and NRS 391.3127)	Observation Process	 1st observation must occur within 40 days after the first day of instruction. 2nd observation must occur after 40 days but within 80 days after the first day of instruction. 3rd observation must occur after 80 days but within 120 days after the first day of instruction. 	 1st observation must occur within 80 days after the first day of instruction. 2nd observation must occur after 80 days but within 120 days after the first day of instruction. 	The observation must occur within 120 days after the first day of instruction.
Implemen (Per NRS 391.3:	Data/Artifacts Collection, Evidence Review, Collaborative Conferencing, Documentation, and Professional Learning Planning	Following each evidence review	Following each evidence review	Following each evidence review
Mid-	Cycle Goals Review	Approximately halfway through the school year.	Approximately halfway through the school year.	Approximately halfway through the school year.
Summative Evaluation		· ·	nce Rating is assigned based on ev	idence.

At the beginning of the school year:

The educator receives a complete set of materials outlining the evaluation process and the educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, collection of evidence, etc.) and review the NEPF Educational Practice rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Table 6: Typical Evaluation Cycle

Step	Timeline
Step 1: Administrator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Educator Plan Development	Early Fall
Step 3: Observations and Conferences Plan Implementation and Collection of Evidence	Throughout School Year
Step 4: Mid-Cycle Goals Review	Mid-year
Step 5: Post-Evaluation Conference and End-of-Cycle Summative Evaluation Late Spring/Summer	

Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and goal setting. The key actions are for the educator to analyze student data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal.

This is a critical moment for the educator to take ownership of the process. A guiding principle for the Nevada Educator Performance Framework is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's position is more powerful when backed by specific evidence, clear alignment with school and district priorities and initiatives, and strong use of individual and team goals.

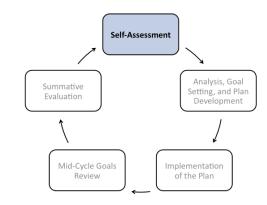
√ The educator conducts a self-assessment.

Using the **Self-Assessment Tool** and examining a wide range of evidence, the educator assesses his/her practice based on the levels of performance

The educator writes goals based on areas identified during self-assessment.

The educator will use the **Goal Setting and Planning Tool** to:

- set goals, including but not necessarily limited to:
 - at least one goal related to improving student learning, and
 - o at least one goal related to improving the educator's own professional practice.
- Develop action steps for each goal.
- Record evidence to be used



Step 2: Analysis, Goal Setting, and Plan Development

This step of the evaluation cycle for continuous improvement is where joint goal setting and plan development occurs. It begins with the educator sharing his/her self-assessment and proposed goals with the evaluator during the Pre-Evaluation Conference. The evaluator collaborates with the administrator to refine the proposed goals and educator plan as needed. The plan should create a clear path for action that will support the educator's professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

√ The educator presents the proposed goals and plan.

The educator presents to the evaluator the **Goal Setting and Planning Tool** with proposed goals, action steps, and evidence that the educator proposes to be used to evaluate his/her work.

✓ The educator and evaluator review rubrics.

The educator and evaluator review the rubrics to address questions, such as:

- Are there any assumptions about specific indicators that need to be shared because of the school/classroom context?
- Are there any indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any indicators that will be a specific focus for part or all of the year?
- ✓ The educator and evaluator agree on the goals and plan.

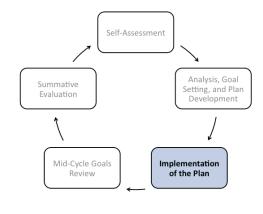
Following discussion of the educator's proposed goals and the NEPF rubrics, the two agree on the goals to be included in the plan and the evidence to be used to determine ratings on each Standard and overall.

Step 3: Plan Implementation – Observations, Collection of Evidence, and Conferences

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator will pursue the attainment of the goals identified in the plan and collect evidence on the Standards and Indicators to share with the evaluator. The evaluator will provide feedback for improvement, ensure timely access to planned supports, and collect evidence on educator performance and progress toward goals through multiple sources.

The plan provides a foundation for dialogue, collaboration, and action. The educator uses the plan as a roadmap for his/her improvement, completing the action steps to make progress toward student learning and professional practice goals. The evaluator uses the Educator Plan to drive appropriate and timely support for the educator. Both will continue to use **Pre- and Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and determine collection of evidence.

- ✓ The educator implements the plan.
 - The educator, with the support of the evaluator, implements the plan.
- The educator collects and shares evidence with the evaluator.
 - The educator collects evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the Evidence Collection Tool.
 - The evaluator reviews evidence described in the plan and other relevant evidence to determine levels of performance on the NEPF Standards and Indicators.



Self-Assessment

Summative

Evaluation

Mid-Cycle Goals

Review

Analysis, Goal

Setting, and Plan Development

Implementation

of the Plan

- √ The educator and evaluator participate in the observation and conference process.
 - The educator and evaluator use the Pre-Observation Conference Tool to discuss the upcoming observation.
 (For announced observations only.)

- The evaluator conducts the observation. Using the Observation Tool, the evaluator records evidence
 gathered during the announced or unannounced observation and identifies corresponding Standards and
 Indicators
- The educator and evaluator use the **Post-Observation Conference Tool** to discuss the observation and identify professional learning needs.

Purposeful observations offer critical opportunities for evaluators to observe, collect evidence, and analyze the educator's practice. Observations should be both announced and unannounced, and frequent observations provide invaluable insight into the educator's performance. The evaluator will use the **Observation Tool** to collect evidence.

Step 4: Mid-Cycle Goals Review

The fourth step is a mid-cycle goals review. A conference should be held to discuss educator progress towards attaining goals and performance on NEPF Standards and Indicators.

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, goals, or planned activities, if/when adjustments are necessary. It is an opportunity for taking stock by reviewing evidence collected by the educator and evaluator. If there are patterns of evidence demonstrating performance that is either *ineffective* or *minimally effective*, this is a critical time for the evaluator to discuss this evidence so there are no "surprises" during the summative evaluation and, more importantly, to provide the educator with the opportunity to address areas of concern.

✓ The educator reviews progress on identified goals.

At mid-cycle, the educator analyzes the data and evidence collected to date and shares an assessment of progress on the goals detailed in the **Goals and Educator Plan Tool**.

✓ The educator and evaluator discuss progress on identified goals. Summative Evaluation

Mid-Cycle Goals Review

Self-Assessment

Analysis, Goal Setting, and Plan Development

Implementation of the Plan

The mid-cycle review is where the educator and evaluator develop a shared understanding of progress being made toward each goal and the educator's performance on the Standards and Indicators. The administrator or supervisor may identify mid-course adjustments if needed.

Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the evidence, gathers additional evidence and insights from the educator, and issues performance ratings on the NEPF Standards and Indicators to determine an overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement, and also provides the educator with valuable information that strengthens self-reflection and analysis skills.

- ✓ The evaluator determines the performance levels, scores, and final rating of the educator's Educational Practice.

 The evaluator reviews relevant evidence for the purpose of arriving at ratings for each of the Standards, impact on student outcomes, and overall rating of performance.

 Scoring:
 - The rating for each Indicator is one through four. The evaluator uses evidence collected throughout the cycle to rate each Indicator using the **Summative Scoring Tool**.
 - These indicator ratings are then used to record the final score for each Standard. This is done by averaging all Indicator levels for each Standard.

- Overall scores for Instructional Practice (TEACHER)/Instructional Leadership (ADMINISTRATOR) and Professional Responsibilities are calculated by averaging the Standard scores for each.
- Both overall scores are transferred to the Summative Rating for Educational Practice Tool. The final Educational Practice score is then determined by calculating the sum of the weighted Instructional Practice (TEACHER)/Instructional Leadership (ADMINISTRATOR) overall scores. Note: The method to determine the final Educational Practice rating of *Ineffective, Minimally Effective, Effective* or *Highly Effective* is pending recommendation by the TLC upon completion of the validation study.
- ✓ The educator and evaluator review overall performance on the NEPF.

Final Rating: The evaluator uses the **Final Evaluation Tool** to determine the educator's overall rating of *Ineffective, Minimally Effective, Effective* and *Highly Effective, b* assed on the Educational Practice Standards and Student Outcomes. The supervisor completes the **Final Evaluation Report**, shares it with the educator, and adds it to the educator's personnel file. (Note: The **Final Evaluation Report Tool** is not included at this time and will prescribed at a later date.)

GLOSSARY

Administrator – An individual within the school serving in a managerial or supervisory role, including administrators and assistant administrators. Administrators are generally charged with the evaluation of teaching and teachers, as well as curriculum and program development within the school.

Data – Information, including classroom observations, student achievement scores and artifacts, gathered during the evaluation process for determining teacher/administrator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Diverse Learners – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

Domain – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Outcomes.

Educator – Within this context, inclusive of school level teachers and administrators.

Evaluator – The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to make judgments regarding performance.

Feedback – Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and administrators and make overall performance decisions.

High Leverage Standards – The identified standards, or main objectives of effective teachers and administrators, as identified by the Nevada TLC.

Indicator – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the high leverage standard or professional practice being measured.

Level – The position or rank of an educator's performance for each indicator, as determined using the rubric, observations, and evidence.

Measure – The specific tool that will be used to assess educator performance on any standard. Examples of measures could be the Nevada CRT or a specific classroom observation rubric.

Performance Criteria – The specific performance thresholds that need to be met for an established goal/standard.

Professional Learning – The process by which teachers' and administrators' competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

Reliability – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

intra-rater - the degree to which an assessment yields the same result when administered by the same
evaluator on the same educator at different times

- *inter-rater* the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- *internal consistency* the degree to which individual components of an assessment consistently measure the same attribute
- test/retest the degree to which an assessment yields the same result over time of the same educator

Standard – Clearly defined statements and/or illustrations of what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals.

Standard Score – The overall rating for each standard. Each score is based on the Indicator levels of performance determined by quality observation data and evidence collected throughout the evaluation cycle.

Student Achievement – The performance of a student on any particular measure of academics.

Teachers and Leaders Council (TLC) – Fifteen member council consisting of: The Superintendent of Public Instruction, or his or her designee, the Chancellor of the Nevada System of Higher Education, or his or her designee, four public school teachers, two public school administrators, one superintendent of schools, two school board members, one representative of the regional professional development programs, one parent or legal guardian, and two persons with expertise in the development of public policy relating to education. The purpose of the TLC is to make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system.

Validity – The extent to which an assessment or tool measures what it intends to measure.

Weight – The adjustment of a given measure to reflect importance and/or reliability that determines the influence of the overall performance rating.

TEACHER SELF-ASSESSMENT TOOL INSTRUCTIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES STANDARDS

Teacher Name:		School	Name:			
Evaluator:		Date: _	Date:			
educator uses the attached growth/improvement. Score	o assist the educator in identifyi Standards and Indicators rubric es for each Standard are then co tting and Planning tool, where i	ng areas of strength and grow and levels of performance to alculated by averaging the Ind it is used to develop at least or	oth/improvement based on sup reflect on practice and identify dicator levels for each Standard ne student learning and one pr	porting evidence. The strengths and areas for I. Information from this tool		
Instructional Practice Standards						
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score		
	Summary Statement of	strengths and areas for gro	owth and improvement.			
	Professio	onal Responsibilities S	tandards			
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score		
	Summary Statement of	strengths and areas for gro	owth and improvement.			

INSTRUCTIONAL PRACTICE STANDARDS

	INSTRUCTIONAL PRACT	ICE STANDARDS		
	Standard 1: New Learning is Connecte	ed to Prior Learning and Experience		
Indicator 1: The teacher activates all stud	ents' initial understandings of new concepts	and skills.		Level
Level 4	Level 3	Level 2	Level 1	
Teacher fully activates all students'	Teacher adequately activates most	Teacher inadequately activates most	Teacher activates no, or almost no	
initial understandings (including	students' initial understandings	students' initial understandings	students' initial unders	standings
misconceptions and incomplete	(including misconceptions and	(including misconceptions and		
understandings) through the use of	incomplete understandings) by using at	incomplete understandings) using		
multiple methods and/or modes.	least two methods and/or two modes	limited methods and/or modes		
Evidence:				
Indicator 2: The teacher makes connection	ns explicit between previous learning and ne	w concepts and skills for all students		Level
Level 4	Level 3	Level 2	Level 1	
Teacher makes connections for all	Teacher makes adequate connections	Teacher makes inadequate connections	Teacher makes no, or a	almost no
students between previously learned	for most students between previously	for most students between previously	connections between	oreviously
and/or new concepts and skills	learned and/or new concepts and skills	learned and/or new concepts and skills	learned and/or new co	ncepts and
			skills for any student	
Evidence:				
Indicator 3: The teacher makes clear the	purpose and relevance of new learning for all	l students.		Level
Level 4	Level 3	Level 2	Level 1	
Teacher fully clarifies the purpose and	Teacher adequately clarifies the purpose	Teacher inadequately clarifies the	Teacher clarifies the pu	urpose and
relevance of new learning for all	and relevance of new learning for most	purpose and relevance of new learning	relevance of learning f	,
students, including clearly connecting	students, including sufficiently	for most students and/or minimally	almost no students and	•
new learning to longer-term learning	connecting new learning to longer-term	connects new learning to longer-term	or almost no connection	
goals	learning goals	learning goals	new learning and longe	er-term
			learning goals	
Evidence:				•
•	ents opportunities to build on or challenge in			Level
Level 4	Level 4	Level 4	Level 4	
Teacher employs effective and varied	Teacher employs effective and varied	Teacher employs effective and varied	Teacher employs effective and	
strategies, assisting all students in the	strategies, assisting all students in the	strategies, assisting all students in the	varied strategies, assisting all	
process of bridging understanding from	process of bridging understanding from	process of bridging understanding from	students in the process of bridgin	
initial conceptions to targeted learning	initial conceptions to targeted learning	initial conceptions to targeted learning	understanding from in	
			conceptions to targete	d learning
Evidence:			1	
	Standard S	Score (Average of Above Indicator Levels):		

	Standard	Store (Average of Above mulcator Levels).		
	Standard 2: Learning Tasks have High (Cognitive Demand for Diverse Learners		
Indicator 1: The teacher assigns tasks that	at purposefully employ all students' cognitive			Level
Level 4	Level 3	Level 2	Level 1	
Teacher engages all students with	Teacher engages most students with	Teacher engages most students with tasks	Teacher does not enga	age students
relevant and substantive tasks that	generally relevant and worthwhile tasks	that inadequately support deep learning of	with any tasks that su	pport deep
effectively support deep learning of	that adequately support deep learning	subject-matter content and processes	learning of subject-ma	atter content
subject-matter content and processes	of subject-matter content and		and processes	
	processes			
Evidence:				
Indicator 2: The teacher assigns tasks the	at place appropriate demands on each stude	nt.		Level
Level 4	Level 3	Level 2	Level 1	
Teacher provides tasks at the	Teacher provides tasks at a generally	Teacher provides tasks at an appropriate	Teacher provides no,	
appropriate level of challenge for every	appropriate level of challenge for most	level of challenge for few students,	tasks at an appropriat	
student, effectively enabling each	students, largely enabling most	minimally enabling most students to	challenge for any stud	
student to advance his/her learning of	students to advance their learning of	advance their learning of subject-matter	no, or almost no stude	
subject-matter content and processes	subject-matter content and processes	content and processes	advance their learning	
			matter content and pr	ocesses
Evidence:				
	at progressively develop all students' cognitive			Level
Level 4	Level 3	Level 2	Level 1	
Teacher effectively structures multi-	Teacher adequately structures tasks with	Teacher structures a single task at one	Teacher does not stru	
leveled tasks that advance all students'	more than one level that advance most	level that minimally advance all	tasks that advance an	•
thinking and/or skills in connected steps	students' thinking and/or skills in	students' thinking and/or skills during	thinking and/or skills i	
during the course of a lesson and across	connected steps during the course of a	the course of a lesson and/or across	steps during the cours	
multiple lessons	lesson and/or across multiple lessons	multiple lessons	and/or across multiple	elessons
Evidence:				
		ardless of race, perceived ability and socio-eco		Level
Level 4	Level 3	Level 2	Level 1	
Teacher models and demonstrates the	Teacher models and demonstrates high	Teacher demonstrates minimal	Teacher demonstrates little	
highest expectation that all children can	expectations that all children can learn	expectations that children can learn at	expectation that children can lear	
learn at high levels regardless of family	at high levels regardless of family	high levels regardless of family	at high levels regardle	•
background, socio-economic status, or	background, socio-economic status, or	background, socio-economic status, or	background socio-eco	nomic status,
ability. The teacher takes an active role	ability	ability	or ability	
in ensuring that students have equitable				

opportunities to achieve Evidence: Standard Score (Average of Above Indicator Levels):

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students

Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that

understanding or to acquire skills

Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order

to deepen and/or consolidate that

understanding or to acquire skills

Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills

Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills

Evidence:

Level 4

Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations.

Level

Level

Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts

and/or their acquisition of skills

Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills

Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills

Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills

Evidence:

Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.

Level

Level

Level 4

Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills

Level 3

Level 3

Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills

Level 2

Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills

Level 1

Level 1

Level 1

Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills

Evidence:

Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students. Level 4 Level 1

Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning Evidence:

Level 3

Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning

Level 2

Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning

Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

Standard Score (Average of Above Indicator Levels):

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it. Level Level 4 Level 2

All students in the class can fully

explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

Level 3

Most students in the class can generally explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

OR

Most students in the class can fully explain two of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

Most students in the class can only vaguely explain one or more of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

Level 1

No, or almost no students can explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

Evidence:

Indicator 2: Teacher structures opportunities for self-monitored learning for all students

Level 1

No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson

Level 4

All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during wellstructured opportunities for reflection

Level 3

Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for

Level 2 Most students do not engage in

adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only Level

in the lesson	reflection in the lesson	limited, and/or poorly structured opportunities for reflection in the lesson		
Evidence:	I		<u> </u>	
Indicator 3: Teacher supports all students	to take actions based on the students' own	self-monitoring processes		Level
Level 4	Level 3	Level 2	Level 1	
All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support	Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support	Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions	No, or almost no st actions based on th assessment of their and/or students ha assessments on wh	neir own r learning status ve no self -
Evidence:				
Standard Score (Average of Above Indicator Levels):				

	Standard 3	Core (Average of Above Indicator Levels).	
	Standard 5: Assessment is I	ntegrated into Instruction	
Indicator 1: Teacher plans on-going learning	ing opportunities based on evidence of all st		Level
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Level 1 Teacher plans no, or almost no ongoing learning opportunities based or any evidence of students' learning status
Evidence:	pportunities with learning goals and perform		Level
Level 4 Teacher fully aligns assessment opportunities with clearly specified	Level 3 Teacher adequately aligns assessment opportunities with specified learning	Level 2 Teacher inadequately aligns assessment opportunities with learning goals and	Level 1 Teacher aligns no, or almost no assessment opportunities with any
learning goals and performance criteria to provide quality evidence of all students' learning status	goals and performance criteria to provide adequate evidence of most students' learning status	performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	learning goals and performance criteria
Evidence:			
Indicator 3: Teacher structures opportuni	ties to generate evidence of learning during	the lesson of all students	Level
Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson
Evidence:			
Indicator 4: Teacher adapts actions based	on evidence generated in the lesson for all		Level
Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson	Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson	Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson	Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson
Evidence:	1		
	Standard S	core (Average of Above Indicator Levels):	

PROFESSIONAL RESPONSIBILITIES STANDARDS

PROFESSIONAL RESPONSIBILITIES STANDARDS				
Standard 1: Commitment to the School Community				
Indicator 1: The teacher takes an active i	role on the instructional team and collabo	rates with colleagues to improve instruction	for all students.	Level
Level 4	Level 3	Level 2	Level 1	
Teacher continually takes a visibly	Teacher collaborates with colleagues	Teacher collaborates minimally with	Teacher does not o	r rarely
active role in driving instructional	about improving instructional	colleagues about improving instructional	collaborates with co	olleagues about
improvement in the school, leading	practice to ensure that students are	practice.	improving instruction	onal practice.
collaborative groups around	participating in instructional activities			
instructional practice to ensure that	that meet their individual needs.			
students are participating in				
instructional activities that meet their				
individual needs.				
Evidence:				
Indicator 2: The teacher takes an active role in building a professional culture that supports school and district initiatives.				
Level 4	Level 3	Level 2	Level 1	
Teacher supports school leadership in	Teacher participates in building and	Teacher minimally participates in	Teacher does not or ra	rely participates in
cultivating and modeling a professional	modeling a professional culture	building and modeling a professional	building or modeling a	professional
culture and takes a leadership role in	within the school and fully supports	culture within the school and/or	culture within the scho	ool and does not

implementing district and school implementing district and school inadequately supports implementing support or rarely supports implementing initiatives. initiatives district and school initiatives. district and school initiatives. Evidence: Indicator 3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations Level for all students. Level 4 Level 3 Level 2 Level 1 Teacher takes a facilitator role when he Teacher adequately participates in Teacher minimally participates in Teacher does not or rarely participates in or she collaborates with other and collaborates with other teachers and/or collaborates with others in or collaborates with others in sustaining teachers, administrators, and the and administrators and the sustaining a safe and caring learning a safe and caring learning environment. community to ensure that all students community in creating a safe and environment. The teacher takes full The teacher takes only limited individual are in a safe and caring learning caring learning environment. The individual but limited shared responsibility and no shared environment. The teacher facilitates teacher takes individual and shared responsibility for demonstrating high responsibility for demonstrating high building collective responsibility among responsibility for demonstrating academic and behavioral expectations academic and behavioral expectations for students, or takes individual and all school staff regarding high academic appropriately high academic and for students. and behavioral expectations for all behavioral expectations for all shared responsibility for demonstrating students. students. high academic and behavioral expectations for only some students.

Evidence:

Standard Score (Average of Above Indicator Levels):

Standard 2: Reflection on Professional Practice and Growth Indicator 1: The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice. Level 3 Level 4 Level 2 Level 1 Teacher is highly self-reflective, Teacher is adequately self-reflecting, Teacher is inadequately self-reflective, Teacher is rarely self-reflective. The frequently seeking feedback from obtaining feedback from seeking feedback from instructional teacher does not or rarely seeks out or instructional leaders and colleagues, instructional leaders and/or leaders and/or colleagues, but not uses feedback from instructional leaders using multiple data points to assess the colleagues, and using those data to using the data to modify instruction in or colleagues to modify instruction. effectiveness of instruction, and assess and modify instruction. the way the data represents. modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues. **Fyidence:** Indicator 2: The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school Level community. Level 4 Level 3 Level 2 Level 1 Teacher facilitates school- and/or Teacher seeks out and participates Teacher participates in required Teacher minimally participates in district-level professional learning across in aligned professional learning professional learning opportunities to professional learning opportunities, rarely appears actively engaged during the school community in order to opportunities to improve improve instructional performance but improve instructional practices, and instructional performance, applying shows minimal evidence of applying professional learning, and rarely applies seeks out and participates in a variety of those professional learning those professional learning learning experiences in the classroom. experiences in the classroom. professional learning opportunities, experiences in the classroom. applying them in the classroom. Evidence: Indicator 3: The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities. Level Level 4 Level 3 Level 1 Level 2 Teacher actively pursues and maintains Teacher actively seeks out Teacher maintains a passive role as a Teacher does not or rarely seeks out or complex mentoring relationships (formal opportunities to engage with mentor or mentee (formal or maintains any role as a mentor or mentee (formal or informal) and shows or informal) as a mentor (e.g. pre-service colleagues as both a mentor and informal), showing little engagement cooperating teacher). The teacher mentee (e.g. pre-service cooperating in the process. The teacher neither interest nor skill in leadership. frequently seeks out teacher leadership teacher), maintaining at least one demonstrates minimal interest and opportunities and supports and models mentoring role (formal or informal). skill in leadership. for colleagues to develop their leadership The teacher seeks out leadership skills. opportunities in order to develop leadership skills. Evidence: Standard Score (Average of Above Indicator Levels):

Standard 3: Professional Obligations Indicator 1: The teacher models and advocates for fair, equitable and appropriate treatment of all students and families. Level Level 4 Level 3 Level 2 Level 1 Teacher models and advocates for fair, Teacher models and advocates for fair, Teacher indicates an awareness of the Teacher appears unaware of the need to equitable, and appropriate treatment equitable, and appropriate treatment need to treat all students fairly and treat all students and families fairly, of all students and families, and works of all students and families. The equitably, but is inconsistent in how he equitably, and appropriately. The with other staff and community teacher discusses issues of equity and or she communicates, models, and teacher does not advocate or rarely members to apply similar positive diversity with students and staff advocates for addressing the diverse advocates for or communicates the need

beliefs and behaviors toward students	members. The teacher finds some	needs of students and families.	to address diverse nee	ds of students and	
and families. The teacher finds and	appropriate resources to address		ignores signs of unequ	al treatment.	
uses appropriate resources to address	issues of inequality.				
issues of inequality.					
Evidence:					
	in all interactions with colleagues, studen	ts, families, and the community.		Level	
Level 4	Level 3	Level 2	Level 1		
Teacher demonstrates and models the	Teacher demonstrates and models a	Teacher demonstrates a minimal level	Teacher demonstrates	little integrity	
highest level of integrity (e.g. ethical	high level of integrity (e.g. ethical	of integrity (e.g. ethical standards of	(e.g. ethical standards	of the profession)	
standards of the profession) in all	standards of the profession) in all	the profession) with students, families,	with students, families	s, colleagues, and	
interactions with students, families,	interactions with students, families,	colleagues, and the community, such	the community.		
colleagues, and the community. The	colleagues, and the community.	that the teacher behaviors minimally			
teacher takes an active role in ensuring		match ethics of the profession.			
that students and staff treat others					
with integrity.					
Evidence:					
Indicator 3: The teacher follows policies,	regulations, and procedures specific to ro	le and responsibilities.		Level	
Level 4	Level 3	Level 2	Level 1		
Teacher takes a leadership role in	Teacher follows all policies,	Teacher follows most policies,	Teacher demonstrates	little effort to	
developing and/or enacting school-	regulations, and procedures specific to	regulations, and procedures specific to	follow policies, regulat	tions, and/or	
and district-level policy, regulations,	his or her role and responsibilities.	his or her role and responsibilities.	procedures related to	his or her role and	
and procedures, and follows all			responsibilities.		
policies, regulations, and procedures					
specific to his or her role and					
responsibilities.					
Evidence:	Evidence:				
Standard Score (Average of Above Indicator Levels):					

	Standard Sco	re (Average of Above Indicator Levels):		
	Standard 4: Fan	nily Engagement		
				T
	tes two-way communication with parents a rdian requests and insights about the goals	nd guardians, using available tools that are of instruction and student progress.	responsive to their	Level
Level 4 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher actively seeks to learn from parents/guardians' requests and insights, and incorporates feedback into instruction and communication on student progress.	Level 3 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher listens to parents'/guardians' requests and insights, and makes some effort to incorporate feedback into instruction and communication on student progress.	Level 2 Teacher attempts to communicate with parents/guardians on a regular basis about the instructional program and/or student progress, but is not responsive to language needs and does not attempt to include the parents'/guardians' insights and requests into instruction and communication on student progress.	Level 1 Teacher makes little communicate with p about the instruction student progress.	arents/guardians
Evidence:		1		
Indicator 2: The teacher values, respects, members of the school and views them as		amilies, of all diverse cultural backgrounds,	to become active	Level
Level 4 Teacher frequently facilitates discussions with colleagues on how to improve communication with all parents/ guardians and how to welcome and encourage all parents/guardians and their students to become more active members of the school community. The teacher frequently encourages parents/guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in other ways in the school community.	Level 3 Teacher welcomes all parents/guardians and students to become more active members of the school community. The teacher encourages parents/guardians to come into classrooms as volunteers or experts and attend school events.	Level 2 Teacher is welcoming to parents/guardians but infrequently encourages them and their students to become active members of the school community. The teacher offers little or no guidance to parents/guardians on ways in which they can participate.	Level 1 Teacher is cordial to when they are in the makes little attempt their students to becomembers of the school	building, but to get them or ome active
Evidence:	and families and students to apportunition	and conjugat according to student people		Laval
	nects families and students to opportunities		T	Level
Level 4 Teacher takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or	Level 3 Teacher regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.	Level 2 Teacher sporadically helps his or her students and their families connect to services or opportunities based on students' needs.	Level 1 Teacher rarely helps students connect to opportunities.	

opportunities based on the students' needs.				
Evidence:	•	•		
	Standard	Score (Average of Above Indicator Levels):		
	Standard 5: St	tudent Perception		
Indicator 1: The students report that th	e teacher helps them learn.			Level
Level 4	Level 3	Level 2	Level 1	
Students report that the teacher	Students report that the teacher is often	Students report that the teacher is	Students report that	the teacher is not
continually supports self-regulated	responsive and available to answer	sometimes responsive and available to	or rarely responsive	and available to
learning and is responsive to any need	questions and/or to provide clarity	answer questions and/or provide	answer questions an	d/or to provide
for assistance. The students indicate	concerning content. The students	clarity, but assistance is not always	clarity. Students repo	ort that when the
that the teacher encourages and	indicate that the teacher often	helpful.	teacher does respon	d, it is not at all or
expects students to problem solve	encourages and supports self-regulated		rarely helpful.	
prior to pursuing assistance.	learning.			
Evidence:				
Indicator 2: The students report that th	e teacher creates a safe and supportive lea	rning environment.		Level
Level 4	Level 3	Level 2	Level 1	
Students report that the teacher	Students report that the teacher	Students report that the teacher mostly	Students report tha	t the teacher does
maintains a safe and supportive	maintains a safe and supportive	maintains a safe and supportive learning	not or rarely mainta	
learning environment. The students	learning environment. The students	environment. The students indicate that	supportive learning	environment. The
indicate the teacher emnowers	indicate that the teacher encourages	the teacher has primary responsibility for	students indicate th	at the students

Evidence:

Indicator 3: The students report that the teacher cares about them as individuals and their goals or interests.

students to take a role in maintaining

a positive learning environment.

Level 1

Level 4
Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher encourages, expects, and honors student self-advocacy.

Evidence:

students to have a role in maintaining

a positive learning environment.

Level 3
Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher often respects and honors student self-advocacy.

Level 2
Students report that the teacher mostly respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher rarely respects and honors student self-advocacy.

Students report that the teacher does not or rarely respects them and shows concern for their individual background, interests, and progress. Students indicate that self-advocacy is not respected and honored.

Level

play no role in maintaining a positive

classroom environment.

Standard Score (Average of Above Indicator Levels):

maintaining a positive classroom

environment.

GOAL SETTING AND PLANNING TOOL Educator Name: _____ School Name: _____ Date: **Evaluator Name:** Information from the Self-Assessment tool is used to develop SMART* goals related to student learning and professional practice. An action plan, along with evidence to be collected, is developed to share with the evaluator. The educator and evaluator collaborate to refine or revise the goals and plan as needed. SMART* Goal #1 - Student Learning **Educator Plan Action Steps: Evidence:** SMART* Goal #2 - Professional Practice **Educator Plan Action Steps: Evidence:** *SMART S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked Educator Signature:

Evaluator Signature:

Date: _____

TEACHER OBSERVATION TOOL	Grade/Class/Subje	ct:
Instructional Practice and Professional Responsibilities Standards		
Teacher Name:	School Name:	
Evaluator Name:	Date:	
Observation Time/Duration:	Observation Date:	
This tool is used to collect evidence throughout the observation.		
Observation Evidence: What did the educator and students say and do?		Aligned Standard(s)/ Indicator(s)
Feedback to the Teacher		

EVIDENCE REVIEW TOOL		
Educator Name:	School Name:	
Evaluator Name:	Date:	
This tool is to be used throughout the evaluation cycle by the educator and evaluat records on separate copies of the tool to be discussed during a joint conference. The educator, review the evidence presented for alignment with Standards and Indicate	e evaluator uses this tool to record feedback	
Evidence		Aligned Standard(s)/ Indicator(s)
For all polition the Education		
Feedback to the Educator		

TEACHER PRE-OBSERVATION CONFERENCE TOOL

Proposed Observation Date: _____

Evaluator Name:	Observation Time/Duration:			
Date:	School Name:			
rade/Class/Subject to be Observed:				
This tool is for the teacher and evaluator to discuss an upcoming announced observation. It is intended to guide thinking and conversation, so evaluation may not be answered or be relevant to every observation.				
INSTRUCTIONAL PRA				
Questions to Guide Discussion:	Notes:			
Instructional Planning: How have you prepared for this lesson?				
 Learning Focus: In what ways will you connect new learning to prior learning and experience? How will you know students understand the relevance of what they were learning? In what ways will you allow for students to challenge/ build on initial understandings? Knowledge of Students: How will you ensure tasks have high cognitive demand for the diverse learners in your classroom? How will the lesson engage and challenge students? How will the skills/concepts from this lesson be used in future lessons? Instruction and Learning Practices: What instructional strategies and methods will be used to engage students and ensure student achieve lesson goals? What instructional strategies and methods will be used to engage students and ensure all students achieve lesson goals? Developing Independent Learners: How will you help students engage in metacognitive activity to increase understanding and responsibility for their own learning? How will you ensure that students understand how they are doing and support students' self-assessment? Assessment of Student Learning: How will you integrate assessment into instruction? What assessments will you use to check for understanding during the lesson? How will you use this data to inform your next steps? 				
Growth and Reflection: What have you been working on in your instructional practice since your last observation cycle?				
Artifacts to Provide Contextual Information (if applicable)				
These can include some or all of the following but are not limited to this list: lesson plan; student work; student feedback (e.g., survey, writing); teacher notes; audio/visual/print artifact; prior student work/assessment informing planned learning				

Teacher Name: _____

TEACHER PRE-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
 Commitment to School Community: How will you collaborate with colleagues? How will you take an active role in building a professional culture that is learning centered and focused on high expectations for all students? Reflection on Professional Growth and Practice: How will you use feedback and data to self-reflect on your practice? How will you pursue professional learning opportunities to further your own professional growth? How will you pursue teacher leadership opportunities? Professional Obligations: How will you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all students and families? How will you ensure that school policies and regulations are adhered to? Family Engagement: How will you regularly facilitate two-way communication with parents about your goals of instruction and student progress? How will you value, respect, and encourage students and families to become active members of the school? How will you connect families to opportunities and services to address student needs? Student Perception: How will you determine student perceptions on their learning? How will I know that your students feel as if you help them learn? How will I know that your students feel as if you create a safe environment in your classroom? How will I know if your students feel as if you care about them and their goals? 	
Growth and Reflection: What have you been working on to achieve your goals on the professional responsibilities standards since your last evaluation cycle? Artifacts to Provide Contextual Information (if applicable)	
These can include some or all of the following but are not limited to this list: teacher notes; meeting notes; audio/visual/print artifacts.	

TEACHER POST-OBSERVATION CONFERENCE TOOL

Teacher Name: Evaluator Name: Date:		Grade/Class/Subject:
		Observation Time/Duration:
		School Name:
Dat	e(s) of Observation(s):	
	tool is for the educator and evaluator to discuss an observation that lition may not be answered or be relevant to every observation.	has occurred. It is intended to guide thinking and conversation, so every
	INSTRUCTIONAL P	RACTICE STANDARDS
Qu	estions to Guide Discussion:	Notes:
•	Learning Focus: What were the students learning? How did you connect new learning to prior learning and experience? Knowledge of Students: How did you ensure the tasks had high cognitive demand for the diverse learners in your classroom? How did the lesson engage and challenge students? Instruction and Learning Practices: How did you ensure students made meaning of the new learning? What instructional strategies and methods did you use to engage students and ensure all students achieved lesson goals? Developing Independent Learners: How did you help students engage in metacognitive activity to increase understanding and responsibility for their own learning? How did you ensure that students understand how they are doing and support students' self-assessment? Assessment of Student Learning: How did you integrate assessment into instruction? What assessments did you use to check for understanding during the lesson? How did you use this data to inform your next steps?	
	owth and Reflection: Strengths of instruction? Areas for	
	provement? What ideas do you have for next steps in	
	nieving your goals? What are your professional learning	
Ar t		 oplicable): These can include some or all of the following but are n e.g., survey, writing); teacher notes; audio/visual/print artifact; pri cies.

TEACHER POST-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
 Commitment to School Community: How did you collaborate with colleagues? How did you take an active role in building a professional culture that is learning centered and focused on high expectations for all students? Reflection on Professional Growth and Practice: How did you use feedback and data to self-reflect on your practice? How did you pursue professional learning opportunities to further your own professional growth? How did you pursue teacher leadership opportunities? Professional Obligations: How did you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all students and families? How did you follow school policies and regulations? Family Engagement: How did you regularly facilitate two-way communication with parents about your goals of instruction and student progress? How did you value, respect, and encourage students and families to become active members of the school? How did you connect families to opportunities and services to address student needs? Student Perception: How will you determine student perceptions on their learning? How will I know that your students feel as if you help them learn? How will I know that your students feel as if you create a safe environment in your classroom? How will I know if your students feel as if you care about them and their goals? 	Notes.
Growth and Reflection: Professional responsibilities strengths? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?	
Artifacts to Provide Contextual Information (if applicable): These list: teacher notes; meeting notes; audio/visual/print artifacts.	can include some or all of the following but are not limited to this

TEACHER EVALUATION CONFERENCE SUMMATIVE SCORING TOOL INSTRUCTIONAL PRACTICE STANDARDS

Teacher Name:			School Name:				
Date:			Eval	Evaluator:			
Dates of Observation	ons:						
Dates of Conference	es:						
	ard score by averaging a	_			cator ratings are then used to ain score is then calculated by		
		is calculated by ave			Overall Instructional Practice Standards Score		
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	(Average of all Standard Scores)		
Instructional Stand	ards Strengths/Areas	s for Growth and Ev	idence				
Educator Plan Prog	ress and Evidence						
Teacher Signature: _				Date:			
Evaluator Signature:				Date:			

	Standard 1: New Learning is Connecte	<u> </u>		
Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.				
Level 4	Level 3	Level 2	Level 1	
Teacher fully activates all students'	Teacher adequately activates most	Teacher inadequately activates most	Teacher activates no, or almost	
initial understandings (including	students' initial understandings	students' initial understandings	students' initial understandings	
misconceptions and incomplete	(including misconceptions and	(including misconceptions and		
understandings) through the use of	incomplete understandings) by using at	incomplete understandings) using		
multiple methods and/or modes.	least two methods and/or two modes	limited methods and/or modes		
Evidence:				
ndicator 2: The teacher makes connection	ons explicit between previous learning and ne	w concepts and skills for all students		Level
Level 4	Level 3	Level 2	Level 1	
Teacher makes connections for all	Teacher makes adequate connections	Teacher makes inadequate connections	Teacher makes no, or a	
students between previously learned	for most students between previously	for most students between previously	connections between p	,
and/or new concepts and skills	learned and/or new concepts and skills	learned and/or new concepts and skills	learned and/or new cor	ncepts and
	skills for any student			
Evidence:				
Indicator 3: The teacher makes clear the	purpose and relevance of new learning for all	students.		Level
Level 4	Level 3	Level 2	Level 1	
Teacher fully clarifies the purpose and	Teacher adequately clarifies the purpose	Teacher inadequately clarifies the	Teacher clarifies the pu	•
relevance of new learning for all	and relevance of new learning for most	purpose and relevance of new learning	relevance of learning fo	or no, or
students, including clearly connecting	students, including sufficiently	for most students and/or minimally	almost no students and makes	
new learning to longer-term learning	connecting new learning to longer-term	connects new learning to longer-term	n or almost no connections between	
goals learning goals		learning goals	new learning and longe	r-term
			learning goals	
Evidence:				
	ents opportunities to build on or challenge in	itial understandings.	_	Level
Level 4	Level 4	Level 4	Level 4	
Teacher employs effective and varied	Teacher employs effective and varied	Teacher employs effective and varied	Teacher employs effect	ive and
strategies, assisting all students in the	strategies, assisting all students in the	strategies, assisting all students in the	varied strategies, assist	ing all
process of bridging understanding from	process of bridging understanding from	process of bridging understanding from	students in the process	U
initial conceptions to targeted learning	initial conceptions to targeted learning	initial conceptions to targeted learning	understanding from init	tial
			conceptions to targeted	d learning
Evidence:				
	Standard 9	Score (Average of Above Indicator Levels):		

	Standard	Score (Average of Above Indicator Levels):		
	Standard 2: Learning Tasks have High C	agnitive Demand for Diverse Learners		
Indicator 1. The teacher assigns to the				Loud
	t purposefully employ all students' cognitive		1	Level
Level 4	Level 3	Level 2	Level 1	
Teacher engages all students with	Teacher engages most students with	Teacher engages most students with tasks	Teacher does not enga	-
relevant and substantive tasks that	generally relevant and worthwhile tasks	that inadequately support deep learning of	with any tasks that sur	•
effectively support deep learning of	that adequately support deep learning	subject-matter content and processes	learning of subject-ma	atter content
subject-matter content and processes	of subject-matter content and		and processes	
	processes			
Evidence:				T
	t place appropriate demands on each studer		ı	Level
Level 4	Level 3	Level 2	Level 1	
Teacher provides tasks at the	Teacher provides tasks at a generally	Teacher provides tasks at an appropriate	Teacher provides no, o	
appropriate level of challenge for every	appropriate level of challenge for most	level of challenge for few students,	tasks at an appropriate	
student, effectively enabling each	students, largely enabling most	minimally enabling most students to	challenge for any stud	
student to advance his/her learning of	students to advance their learning of	advance their learning of subject-matter	no, or almost no stude	
subject-matter content and processes	subject-matter content and processes	content and processes	advance their learning	
			matter content and pr	ocesses
Evidence:				
	t progressively develop all students' cognitiv	e abilities and skills.	1	Level
Level 4	Level 3	Level 2	Level 1	
Teacher effectively structures multi-	Teacher adequately structures tasks with	Teacher structures a single task at one	Teacher does not struc	
leveled tasks that advance all students'	more than one level that advance most	level that minimally advance all	tasks that advance any	
thinking and/or skills in connected steps	students' thinking and/or skills in	students' thinking and/or skills during	thinking and/or skills i	
during the course of a lesson and across	connected steps during the course of a	the course of a lesson and/or across	steps during the cours	
multiple lessons	lesson and/or across multiple lessons	multiple lessons	and/or across multiple	e lessons
Evidence:				
		rdless of race, perceived ability and socio-eco		Level
Level 4	Level 3	Level 2	Level 1	
Teacher models and demonstrates the	Teacher models and demonstrates high	Teacher demonstrates minimal	Teacher demonstrates	
highest expectation that all children can	expectations that all children can learn	expectations that children can learn at	expectation that child	
learn at high levels regardless of family	at high levels regardless of family	high levels regardless of family	at high levels regardle	,
background, socio-economic status, or	background, socio-economic status, or	background, socio-economic status, or	background socio-eco	nomic status,
ability. The teacher takes an active role	ability	ability	or ability	
in ensuring that students have equitable				
opportunities to achieve				

Evidence:

Standard Score (Average of Above Indicator Levels):

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students

Level

Level

Level 4

Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills

Level 3

Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills

Level 2

Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills

Level 1

Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills

Evidence:

Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations.

Level 4

Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills

Level 3

Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills

Level 2

Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills

Level 1

Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills

Evidence:

Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.

Level

Level 4

Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills

Level 3

Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills

Level 2

Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills

Level 1
Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills

Evidence:

Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

Level

Level

Level 4

Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning

Level 3

Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning

Level 2

Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning

Level 1

Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

Evidence:

Standard Score (Average of Above Indicator Levels):

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.

Level 4
All students in the class can fully explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful

performance looks like

Level 3

Most students in the class can generally explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

OR

Most students in the class can fully explain **two** of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

3 '

Level 2

vaguely explain **one or more** of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

Most students in the class can only

Level 1

No, or almost no students can explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like

Evidence:

Indicator 2: Teacher structures opportunities for self-monitored learning for all students

Level 4

All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson

Level 3

Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson

Level 2

Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured

Level 1

No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson

Level

		opportunities for reflection in the lesson			
Evidence:					
Indicator 3: Teacher supports all students	to take actions based on the students' own	self-monitoring processes		Level	
Level 4	Level 3	Level 2	Level 1		
All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support	Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support	Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions	No, or almost no stractions based on the assessment of their and/or students har assessments on wh	eir own · learning status ve no self -	
Evidence:					
Standard Score (Average of Above Indicator Levels):					

	Standard 5: Assessment is I	ntegrated into Instruction			
Indicator 1: Teacher plans on-going learning opportunities based on evidence of all students' current learning status Leve				Level	
Level 4	Level 3	Level 2	Level 1		
Teacher consistently plans on-going	Teacher frequently plans on-going	Teacher sometimes plans on-going	Teacher plans no, or almost no on-		
learning opportunities based on	learning opportunities based on	learning opportunities based on	going learning opportunities based or any evidence of students' learning		
substantial, current evidence of all	adequate evidence of most students'	evidence of some students' learning			
students' learning status	arning status learning status status; the evidence used is frequently status				
		outdated and/or limited			
Evidence:					
Indicator 2: Teacher aligns assessment op	portunities with learning goals and perform	ance criteria		Level	
Level 4	Level 3	Level 2	Level 1		
Teacher fully aligns assessment	Teacher adequately aligns assessment	Teacher inadequately aligns assessment	Teacher aligns no,	or almost no	
opportunities with clearly specified	opportunities with specified learning	opportunities with learning goals and	assessment opport	unities with any	
learning goals and performance criteria	goals and performance criteria to	performance criteria; the learning goals	learning goals and	performance	
to provide quality evidence of all	provide adequate evidence of most	and performance criteria are	criteria		
students' learning status	students' learning status	insufficiently specified to provide			
		adequate evidence of most students'			
		learning status			
Evidence:					
Indicator 3: Teacher structures opportuni	ities to generate evidence of learning during	the lesson of all students		Level	
Level 4	Level 3	Level 2	Level 1		
Teacher structures multiple and varied	Teacher structures adequate (e.g.,	Teacher structures limited opportunities	Teacher structures no, or almost no		
opportunities to generate evidence of	several or varied) opportunities to	to generate evidence of most students'	opportunities to generate evidence		
all students' learning during the lesson	generate evidence of most students'	learning during the lesson	any student's learning during the lesson		
	learning during the lesson				
Evidence:	<u> </u>	<u> </u>			
Indicator 4: Teacher adapts actions based	on evidence generated in the lesson for all	students		Level	
Level 4	Level 3	Level 2	Level 1		
Teacher effectively adapts her/his	Teacher adequately adapts her/his	Teacher inadequately adapts her/his	Teacher continues	with planned	
actions for all students in response to	actions for most students in response to	actions for most students in response to	lesson regardless o	f any evidence	
	evidence presented and/or generated in	evidence presented and/or generated in	presented and/or g	generated in the	
evidence presented and/or generated in	evidence presented and, or Benerated in				
evidence presented and/or generated in the lesson	the lesson	the lesson	lesson		
		the lesson	lesson		

TEACHER EVALUATION CONFERENCE SUMMATIVE SCORING TOOL PROFESSIONAL RESPONSIBILITIES STANDARDS

Teacher Name:		School Name:				
Date: E				Evaluator:		
Dates of Observati	ons:					
Dates of Conference	ces:					
	ard score by averaging				ndicator ratings are then used to ities domain score is then calculated	
		is calculated by ave			Overall Professional Responsibilities Score	
Standard 1 Score	andard 1 Standard 2 Standard 3 Standard 4 Standard 5				(Average of all Standard Scores)	
Professional Respo	onsibilities Strengths I page(s) if needed.)	/Areas for Growth a	and Evidence			
Educator Plan Prog	ress and Evidence					
Teacher Signature: _				Date:		
Evaluator Signature:				Date:		

Standard 1: Commitment to the School Community Indicator 1: The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students. Level Level 4 Level 3 Level 2 Level 1 Teacher continually takes a visibly Teacher collaborates with colleagues Teacher collaborates minimally with Teacher does not or rarely active role in driving instructional about improving instructional colleagues about improving instructional collaborates with colleagues about improvement in the school, leading practice to ensure that students are practice. improving instructional practice. collaborative groups around participating in instructional activities instructional practice to ensure that that meet their individual needs. students are participating in instructional activities that meet their individual needs. Evidence: Indicator 2: The teacher takes an active role in building a professional culture that supports school and district initiatives. Level Level 4 Level 3 Level 2 Level 1 Teacher supports school leadership in Teacher participates in building and Teacher minimally participates in Teacher does not or rarely participates in cultivating and modeling a professional modeling a professional culture building and modeling a professional building or modeling a professional culture and takes a leadership role in within the school and fully supports culture within the school and/or culture within the school and does not implementing district and school implementing district and school inadequately supports implementing support or rarely supports implementing initiatives. initiatives district and school initiatives. district and school initiatives. Evidence: Indicator 3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations Level for all students. Level 4 Level 3 Level 2 Level 1 Teacher takes a facilitator role when he Teacher adequately participates in Teacher minimally participates in Teacher does not or rarely participates in or she collaborates with other and collaborates with other teachers and/or collaborates with others in or collaborates with others in sustaining teachers, administrators, and the and administrators and the sustaining a safe and caring learning a safe and caring learning environment. environment. The teacher takes full The teacher takes only limited individual community to ensure that all students community in creating a safe and are in a safe and caring learning caring learning environment. The individual but limited shared responsibility and no shared environment. The teacher facilitates teacher takes individual and shared responsibility for demonstrating high responsibility for demonstrating high building collective responsibility among responsibility for demonstrating academic and behavioral expectations academic and behavioral expectations all school staff regarding high academic appropriately high academic and for students, or takes individual and for students. and behavioral expectations for all behavioral expectations for all shared responsibility for demonstrating high academic and behavioral students. students. expectations for only some students.

Evidence:

	Standa	d Score (Average of Above Indicator Leve	ls):	
	Standard 2: Reflection on Pr	ofessional Practice and Growth		
Indicator 1: The teacher seeks out feedba	ck from instructional leaders and colleagu	ues, and uses a variety of data to self-reflec	t on his or her practice.	Level
Level 4 Teacher is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues.	Level 3 Teacher is adequately self-reflecting, obtaining feedback from instructional leaders and/or colleagues, and using those data to assess and modify instruction.	Level 2 Teacher is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but not using the data to modify instruction in the way the data represents.	Level 1 Teacher is rarely self-re teacher does not or rai uses feedback from ins or colleagues to modify	ely seeks out or tructional leade
Evidence: Indicator 2: The teacher pursues aligned p community.	professional learning opportunities to sup	port improved instructional practice across	s the school	Level
Level 4 Teacher facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom.	Level 3 Teacher seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.	Level 2 Teacher participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom.	Level 1 Teacher minimally part professional learning o rarely appears actively professional learning, a learning experiences in	pportunities, engaged during and rarely applie
Evidence:	de la manda dise college de la manda d			Laurel
Indicator 3: The teacher takes an active ro Level 4 Teacher actively pursues and maintains complex mentoring relationships (formal	Level 3 Teacher actively seeks out opportunities to engage with	Level 2 Teacher maintains a passive role as a mentor or mentee (formal or	Level 1 Teacher does not or ra maintains any role as a	•
or informal) as a mentor (e.g. pre-service	colleagues as both a mentor and	informal), showing little engagement	mentee (formal or info	rmal) and show

in the process. The teacher

cooperating teacher). The teacher

mentee (e.g. pre-service cooperating

neither interest nor skill in leadership.

frequently seeks out teacher leadership opportunities and supports and models for colleagues to develop their leadership skills.

Evidence:

teacher), maintaining at least one mentoring role (formal or informal).
The teacher seeks out leadership opportunities in order to develop leadership skills.

Standard Score (Average of Above Indicator Levels):

	Standard 3: Profe	essional Obligations	
Indicator 1: The teacher models and adv	ocates for fair, equitable and appropriate t	reatment of all students and families.	Level
Level 4	Level 3	Level 2	Level 1
Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families, and works with other staff and community members to apply similar positive beliefs and behaviors toward students and families. The teacher finds and uses appropriate resources to address issues of inequality.	Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. The teacher discusses issues of equity and diversity with students and staff members. The teacher finds some appropriate resources to address issues of inequality.	Teacher indicates an awareness of the need to treat all students fairly and equitably, but is inconsistent in how he or she communicates, models, and advocates for addressing the diverse needs of students and families.	Teacher appears unaware of the need to treat all students and families fairly, equitably, and appropriately. The teacher does not advocate or rarely advocates for or communicates the need to address diverse needs of students and ignores signs of unequal treatment.
Evidence:			
Indicator 2: The teacher models integrite	y in all interactions with colleagues, studen	ts, families, and the community.	Level
Level 4 Teacher demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The teacher takes an active role in ensuring that students and staff treat others with integrity.	Level 3 Teacher demonstrates and models a high level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community.	Level 2 Teacher demonstrates a minimal level of integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community, such that the teacher behaviors minimally match ethics of the profession.	Level 1 Teacher demonstrates little integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community.
Evidence:			
Indicator 3: The teacher follows policies, Level 4 Teacher takes a leadership role in developing and/or enacting schooland district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities.	, regulations, and procedures specific to ro Level 3 Teacher follows all policies, regulations, and procedures specific to his or her role and responsibilities.	Level 2 Teacher follows most policies, regulations, and procedures specific to his or her role and responsibilities.	Level 1 Teacher demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.
Evidence:	1		
	Standard Sc	ore (Average of Above Indicator Levels):	

Standard 4: Family Engagement Indicator 1: The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their Level language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress. Level 4 Level 3 Level 1 Teacher facilitates two-way Teacher facilitates two-way Teacher attempts to communicate with Teacher makes little or no attempt to communication on a regular basis with communication on a regular basis with parents/guardians on a regular basis communicate with parents/guardians parents/guardians about the goals of parents/guardians about the goals of about the instructional program and/or about the instructional program or instruction and student progress, using instruction and student progress, using student progress, but is not responsive student progress. available tools that are responsive to available tools that are responsive to to language needs and does not the needs of the parents'/guardians' the needs of the parents'/guardians' attempt to include the language. The teacher actively seeks to language. The teacher listens to parents'/guardians' insights and learn from parents/guardians' requests parents'/guardians' requests and requests into instruction and and insights, and incorporates feedback insights, and makes some effort to communication on student progress. into instruction and communication on incorporate feedback into instruction student progress. and communication on student progress. Evidence: Indicator 2: The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active Level members of the school and views them as valuable assets to student learning.

Level 4 Teacher frequently facilitates discussions with colleagues on how to improve communication with all parents/ guardians and how to welcome and encourage all parents/guardians and their students to become more active members of the school community. The teacher frequently encourages prents/guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in

other ways in the school community.

Level 3 Teacher welcomes all parents/guardians and students to become more active members of the school community. The teacher encourages parents/guardians to come

into classrooms as volunteers or

experts and attend school events.

Level 2 Teacher is welcoming to parents/guardians but infrequently encourages them and their students to become active members of the school community. The teacher offers little or no guidance to parents/guardians on ways in which they can participate.

Level 1 Teacher is cordial to parents/guardians when they are in the building, but makes little attempt to get them or their students to become active members of the school community.

Evidence:

Level 4
Teacher takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or opportunities based on the students'

Level 3
Teacher regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.

Indicator 3: The teacher informs and connects families and students to opportunities and services according to student needs

Teacher sporadically helps his or her students and their families connect to services or opportunities based on students' needs.

Level 1Teacher rarely helps families and students connect to services or opportunities.

Level

needs. Evidence:

Standard Score (Average of Above Indicator Levels):

Level 2

	Standard 5: St	udent Perception		
Indicator 1: The students report that th	e teacher helps them learn.			Level
Level 4	Level 3	Level 2	Level 1	
Students report that the teacher	Students report that the teacher is often	Students report that the teacher is	Students report that	the teacher is not
continually supports self-regulated	responsive and available to answer	sometimes responsive and available to	or rarely responsive a	and available to
learning and is responsive to any need	questions and/or to provide clarity	answer questions and/or provide	answer questions and	d/or to provide
for assistance. The students indicate	concerning content. The students	clarity, but assistance is not always	clarity. Students repo	ort that when the
that the teacher encourages and	indicate that the teacher often	helpful.	teacher does respond	d, it is not at all or
expects students to problem solve	encourages and supports self-regulated		rarely helpful.	
prior to pursuing assistance.	learning.			
Evidence:				
Indicator 2: The students report that th	e teacher creates a safe and supportive lea	rning environment.		Level
Level 4	Level 3	Level 2	Level 1	
Students report that the teacher	Students report that the teacher	Students report that the teacher mostly	Students report that	t the teacher does
maintains a safe and supportive	maintains a safe and supportive	maintains a safe and supportive learning	not or rarely mainta	ins a safe and
learning environment. The students	learning environment. The students	environment. The students indicate that	supportive learning	environment. The
indicate the teacher empowers	indicate that the teacher encourages	the teacher has primary responsibility for	students indicate th	at the students
students to have a role in maintaining	students to take a role in maintaining	maintaining a positive classroom	play no role in main	taining a positive
a positive learning environment.	a positive learning environment.	environment.	classroom environm	ent.
Evidence:				
Indicator 3: The students report that th	e teacher cares about them as individuals a	nd their goals or interests.		Level
Level 4	Level 3	Level 2	Level 1	
Students report that the teacher	Students report that the teacher	Students report that the teacher mostly	Students report that	t the teacher does
respects them and shows concern for	respects them and shows concern for	respects them and shows concern for their	not or rarely respect	ts them and show
their individual background, interests,	their individual background, interests,	individual background, interests, and	concern for their inc	lividual
and progress. The students indicate	and progress. The students indicate	progress. The students indicate that the	background, interes	
that the teacher encourages, expects,	that the teacher often respects and	teacher rarely respects and honors student	Students indicate th	
and honors student self-advocacy.	honors student self-advocacy.	self-advocacy.	not respected and h	onored.
Evidence:				
	Standard	Score (Average of Above Indicator Levels):		

TEACHER EVALUATION CONFERENCE SUMMATIVE RATING - EDUCATIONAL PRACTICE

Teacher Name:			School Name:		
Evaluator Name:			Date:		
-	scores and Instructiona onal Practice score is the	-	•	•	e Summative Scoring form to this res.
		Teacher Instruct	tional Practice St	andards	
Sta	indard Score = Averag	ge of all Indicator lev	els for each Standar	d.	Instructional Practice
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	Standards Overall Score = Average of Standard Scores
	Tea	acher Profession	al Responsibilitie	es Standards	
Sta	andard Score = Averag		•		Due for a local Decomposite little
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	Professional Responsibilities Standards Overall Score = Average of Standard Scores
		Educational Pr	actice Summativ	e Score	
	Instr	uctional Overall Sco X .70	re		
	Professional	Responsibilities Ove	erall Score		
	Final Score - Su	X .30 m of Weighted Insti	ructional and		
		Responsibilities Ove			
	Educationa fective, Minimally e final rating pending reco	-	ive, or Highly Eff		
		•	•	<u> </u>	
Teacher Signature:				Date:	
Evaluator Signature: _				Date:	

ADMINISTRATOR SELF-ASSESSMENT TOOL INSTRUCTIONAL LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES STANDARDS

Administrator Name:	······	School Name:	····	
Evaluator:		Date:		
educator uses the attached Standard growth/improvement. Scores for ed	he educator in identifying areas of stre ds and Indicators rubric and levels of pe och Standard are then calculated by ave d Planning tool, where it is used to devo Instructional Lead	erformance to reflect on practice and l raging the Indicator levels for each St	dentify strengths and areas for andard. Information from this tool	
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	
Su	mmary Statement of strengths and	 d areas for growth and improvem	ent.	
	Professional Respo	onsibility Standards		
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	
Su	mmary Statement of strengths and	d areas for growth and improvem	ent.	

INSTRUCTIONAL LEADERSHIP

	INSTRUCTIONAL	. LEADEKSHIP		
	Standard 1: Creating and Su	staining a Focus on Learning		
Indicator 1: Administrator engages stak continually reviewing and adapting the vi		or high student achievement and college	and career readiness,	Level
Level 4 Administrator engages a broad-range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals.	Level 3 Administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate.	Level 2 Administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision.	Level 1 Administrator engage no stakeholders in the a vision for high stude and college and caree no, or almost no review.	e development o ent achievement er readiness, with
Evidence:				
Indicator 2: Administrator holds teacher	s and students accountable for learning th	rough regular monitoring of a range of perf	formance data.	Level
Level 4 Administrator holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data.	Level 3 Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Level 2 Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Level 1 Administrator holds reachers and student learning.	•
Evidence:				
	5 5	on their practice and taking improvement	actions to benefit	Level
Level 4 Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Level 3 Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 2 Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 1 Administrator structu no opportunities to e reflection on their pri improvement actions student learning and professional growth.	ngage teachers ir actice and taking to benefit
Evidence:				
Indicator 4: Administrator systematically	supports teachers' short-term and long-to	erm planning for student learning through a	a variety of means.	Level
Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.	Level 4 Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.	Level 4 Administrator provides limited support of teachers' short-term and long-term planning for student learning.	Level 4 Administrator provid no support of teache long-term planning fo learning.	rs' short-term and
Evidence:	L	L	1	
	Standard S	core (Average of Above Indicator Levels):		

Indicator 1: Administrator sets clear exp monitoring and follow-up on growth and		ident performance and creates a system fo	r consistent	Level
Level 4 Administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Level 3 Administrator sets clear and adequate expectations for teacher performance and student performance and creates an adequate system for monitoring and follow-up on growth and development.	Level 2 Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.	Level 1 Administrator sets no expectations for teac and student performano system for monito development.	her performanc ance and create
Evidence: Indicator 2: Administrator supports tead	cher development through quality observa	tion, feedback, coaching, and professional I	earning structures.	Level
Level 4 Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Level 3 Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Level 2 Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Level 1 Administrator provide no support for teacher	•
Evidence:				

Level 4 Level 2 Level 3 Level 1 Administrator gathers and analyzes Administrator gathers and analyzes Administrator gathers and analyzes Administrator gathers and analyzes no, multiple sources and a wide-variety of adequate sources of data to limited sources of data to monitor and or almost no sources of data to data to systematically and consistently sufficiently monitor and evaluate evaluate progress of school learning monitor and evaluate progress of monitor and evaluate progress of progress of school learning goals to goals to drive continuous school learning goals to drive school learning goals to drive drive continuous improvement. improvement. continuous improvement. continuous improvement. Evidence: Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status. Level Level 4 Level 3 Level 2 Level 1 Administrator models and Administrator models and Administrator demonstrates minimal Administrator demonstrates little expectation that children can learn at demonstrates the highest expectation demonstrates high expectations that expectations that children can learn at that all children can learn at high levels all children can learn at high levels high levels regardless of family high levels regardless of family regardless of family background, socioregardless of family background, background, socio-economic status, or background, socio-economic status, or economic status, or ability. The socio-economic status, or ability. ability. ability. administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve. Evidence:

	Standard S	core (Average of Above Indicator Levels):		
	Standard 3: Creating and Susta	nining Productive Relationships		
Indicator 1: Administrator demonstrate	s a welcoming, respectful, and caring enviro	-	ents' well-heing to	Level
	r all members of the school's community.	similari una un interest in addits una stad	ents wen being to	2000
Level 4	Level 3	Level 2	Level 1	
	Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' wellbeing to create a positive affective experience for members of the school community.	Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' wellbeing to minimally create a positive affective experience for members of the school community.	Administrator does not welcoming, respectful environment and an adults' and students' does not create a postexperience for all messchool community.	al, and caring interest in most well-being and sitive affective
teachers to support decision-making pro	cesses.			
Level 4 Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.	Level 3 Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 2 Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 1 Administrator provid no opportunities for discourse between th and teachers and am support decision-mail	productive ne administrator ong teachers to
Evidence:		I	<u> </u>	
Indicator 3: Administrator structures the further school goals.	e school environment to enable collaborati	on between administrators and teachers a	nd among teachers to	Level
Level 4 Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals. Evidence:	Level 3 Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.	Level 2 Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 1 Administrator does not school environment to collaboration between and teachers and amfurther school goals.	to enable en administrator
Indicator 4: Administrator has structure learning goals.	s and processes in place to communicate a	nd partner with teachers and parents in su	pport of the school's	Level
Level 4 Administrator has effective and varied	Level 3 Administrator has adequate structures	Level 2 Administrator has limited structures and processes in place and	Level 1 Administrator has no structures and proce	•
structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals. Evidence:	and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.	inadequately communicates and partners with teachers and parents in support of the school's learning goals.	communicate and pa teachers and parents school's learning goa	rtner with in support of th

Standard 4: Creating and Sustaining Structures

Indicator 1: Administrator implements s	ystems and processes to align curriculum,	instruction, and assessment to state standa	ards and college-	Level
readiness standards, continually reviewin	ng and adapting when appropriate.			
Level 4	Level 3	Level 2	Level 1	
Administrator implements effective	Administrator implements sufficient	Administrator implements limited	Administrator impler	ments no, or
systems and processes to effectively	systems and processes to adequately	systems and processes to align	almost no systems ar	nd processes to
align curriculum, instruction, and	align curriculum, instruction, and	curriculum, instruction, and	align curriculum, inst	ruction, and
assessment to state standards and	assessment to state standards and	assessment to state standards and	assessment to state :	standards and
college-readiness standards,	college-readiness standards, reviewing	college-readiness standards.	college-readiness sta	ndards.
continually reviewing and adapting	and adapting when appropriate.			
when appropriate.				
Evidence:				
Indicator 2: Administrator develops systematic continually reviewing and adapting when	·	nt and clearly articulated curriculum across	s the entire school,	Level
Level 4	Level 3	Level 2	Level 1	
Administrator develops effective	Administrator develops sufficient	Administrator develops limited	Administrator develo	ps no, or almost
systems and processes to implement a	systems and processes to adequately	systems and processes to minimally	no systems and proc	esses to minimally
coherent and clearly articulated	implement a coherent and articulated	implement a coherent and articulated	implement a coherer	nt and articulated
curriculum across the entire school,	curriculum across the entire school,	curriculum across the entire school.	curriculum across the	e entire school.
continually reviewing and adapting	reviewing and adapting when			
when appropriate.	appropriate.			
Evidence:				
Indicator 3: Administrator allocates reso	urces effectively, including organizing time	e, to support learning goals.		Level
Level 4	Level 3	Level 2	Level 1	
Administrator allocates and reallocates	Administrator allocates resources	Administrator allocates resources	Administrator allocat	tes no or almost
human and fiscal resources effectively,	adequately, including organizing time,	inadequately including organizing time,	no resources to supp	ort learning goals
including organizing time, to support	to support learning goals.	to minimally support learning goals.		
learning goals and achieve the school's				
vision.				
Evidence:				
	Chandand C	core (Average of Above Indicator Levels):		

	Standard 1: Manag	ges Human Capital		
	gh quality observation data and evidence o	f teacher practice in a fair and equitable m	nanner, and utilizes	Level
the results of evaluations to provide supp				
Level 4	Level 3	Level 2	Level 1	
The administrator consistently and systematically collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and fully uses evaluation results to strategically provide individualized and school-wide supports to improve performance. The administrator models fair and equitable evaluation practices. Evidence:	The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and sufficiently utilizes the results of evaluations to provide appropriate supports to improve performance.	The administrator collects observation data and evidence of teacher practice in a fair and equitable manner but minimally utilizes the results of evaluations as evidenced by providing only limited supports to improve performance.	The administrator do collects observation of teacher practice in equitable manner, a rarely uses the result o provide supports performance.	data and eviden n a fair and nd does not or ts of evaluations
	able data, including teacher effectiveness d	ata, to identify, recognize, support, and re	tain teachers.	Level
Level 4 The administrator leads a team in using available data, including teacher effectiveness data, to successfully identify, recognize, support, and retain teachers. The administrator collaborates with all teachers and staff to actively monitor and improve these processes.	Level 3 The administrator sufficiently uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and monitors these processes appropriately.	Level 2 The administrator minimally uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and minimally monitors these processes.	Level 1 The administrator do uses available data, i effectiveness data, t recognize, support, a teachers and/or fails effectiveness of these	including teache o identify, and retain to monitor the
Evidence:	ne development of teacher leaders and pro	wides leadership enpertunities		Level
			Ι	LEVEI
Level 4 The administrator collaborates with instructional staff and the leadership team to provide extensive support for the development of teacher leaders and provides multiple and varied leadership opportunities.	Level 3 The administrator supports or designates others to sufficiently support the development of teacher leaders and provide leadership opportunities; however, this is completed with limited input from the	Level 2 The administrator minimally supports the development of teacher leaders and provides limited or inadequate leadership opportunities.	Level 1 The administrator do supports the develop leaders and does no leadership opportun	oment of teacher t provide

instructional staff or leadership team. Evidence: Indicator 4: The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. Level Level 4 Level 3 Level 3 Level 1 The administrator complies with the The administrator leverages the Nevada The administrator leverages the The administrator does not or rarely Teacher Evaluation Framework for **Nevada Teacher Evaluation** requirements and expectations of the complies with the requirements and continuous improvement in Framework. The administrator Nevada Teacher Evaluation expectations of the Nevada Teacher performance, and coaches or mentors communicates the requirements and Framework. The administrator makes Evaluation Framework, The other principals in using the framework expectations to all school leadership limited attempts to communicate the administrator does not or rarely with fidelity. The administrator and staff. requirements and expectations to communicates, or is unsuccessful in communicates the requirements and others. communicating, the requirements and expectations to all school leadership expectations to others. and staff. Evidence:

Standard Score (Average of Above Indicator Levels): Standard 2: Self-reflection and Professional Growth Indicator 1: The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice. Level Level 3 Level 2 The administrator models high levels The administrator seeks out feedback The administrator seeks out feedback The administrator does not or rarely from a limited set of colleagues and from colleagues and staff, and uses a of self-reflection, seeks out feedback seeks out feedback from colleagues from multiple sources, and using a variety of data to self-reflect, adjust staff, and uses a narrow collection of and staff and/or does not or rarely variety of data to systematically reflect his or her instructional leadership and data to minimally self-reflect, adjust uses additional data to self-reflect on his or her instructional leadership and on and adjust his or her instructional professional practice behaviors and his or her instructional leadership and leadership and professional practice set appropriate professional growth professional practice behaviors and professional practice behaviors. behaviors while setting timely and set professional growth goals. goals. challenging professional growth goals. Evidence: Indicator 2: The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational Level research and evidence-based practices. Level 4 Level 3 Level 2 Level 1 The administrator seeks limited The administrator seeks a wide variety The administrator seeks appropriate The administrator does not or rarely of opportunities to increase his or her opportunities to increase his or her opportunities to increase his or her seeks out opportunities to increase his professional knowledge in an effort to professional knowledge in an effort to professional knowledge in an effort to or her professional knowledge in an remain current on educational effort to remain current on remain current on educational remain current on educational research and evidence-based research and evidence-based educational research and evidenceresearch and evidence-based practices. The administrator shares practices. The administrator shares practices. The administrator makes a based practices. The administrator and applies knowledge gained within and applies knowledge gained within limited attempt to share and/or apply rarely makes an attempt to share the school and the district. the school. knowledge gained within the school. and/or apply knowledge gained within the school. **Evidence:** Indicator 3: The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school Level community. Level 4 Level 3 Level 2 Level 1 The administrator pursues a wide The administrator pursues aligned The administrator pursues limited or The administrator does not or rarely variety of fully aligned professional professional learning opportunities poorly aligned professional learning pursues aligned professional learning learning opportunities and applies the and applies the information and opportunities or minimally applies the opportunities or inadequately applies information and practices acquired to practices acquired to improve up to information and practices acquired to the information and practices acquired continuously improve more than three three key areas of his or her improve his or her instructional to improve his or her instructional key areas of his/her instructional instructional leadership leadership across the school leadership across the school leadership across the school community. community. community. The administrator is a model for and encourages staff and

	Standard 3: Profes	ssional Obligations	
Indicator 1: The administrator models a	nd advocates for fair, equitable, and appro	priate treatment of all personnel, students	s, and families. Level
Level 4	Level 3	Level 2	Level 1
The administrator models, advocates,	The administrator sufficiently models	The administrator inconsistently	The administrator does not or rarely
trains, and supports other leaders,	and advocates for fair, equitable, and	models and/or advocates for fair,	models or advocates for fair,
staff, and community members in	appropriate treatment of all	equitable, and appropriate treatment	equitable, and appropriate treatment
providing fair, equitable, and	personnel, students, and families. The	of all personnel, students, and/or	of all personnel, students, and
appropriate treatment of all	administrator takes appropriate and	families. The administrator hesitates in	families. The administrator does nor or

Standard Score (Average of Above Indicator Levels):

teachers in pursuing aligned professional learning opportunities.

Evidence:

personnel, students, and families. The sufficient actions that address issues taking action or takes insufficient rarely takes action or takes ineffective administrator takes immediate actions of unfair, inequitable, and actions that only partially address actions that fail to address issues of that fully address and resolve issues of inappropriate treatment of others. issues of unfair, inequitable, and unfair, inequitable, and inappropriate unfair, inequitable, and inappropriate inappropriate treatment of others. treatment of others. treatment of others. Evidence: Indicator 2: The administrator models integrity in all interactions with colleagues, staff, students, family, and the community Level Level 4 Level 3 Level 2 Level 1 The administrator demonstrates and The administrator models a high level The administrator models a minimal The administrator models little models the highest level of integrity of integrity (e.g. ethical standards of level of integrity (e.g. ethical standards integrity (e.g. ethical standards of the (e.g. ethical standards of the the profession) in all interactions with of the profession) in interactions with profession) in interactions with colleagues, staff, students, families, profession) in all interactions with colleagues, staff, students, families, colleagues, staff, students, families, students, families, colleagues, and the and the community, and encourages and the community. and the community. community. The administrator takes and supports (through an active role in ensuring that students communications and professional and staff treat others with integrity. development activities) all school staff in doing the same. **Evidence:** Indicator 3: The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions. Level Level 4 Level 3 Level 2 Level 1 The administrator fully respects the The administrator fully respects the The administrator inconsistently The administrator does not or rarely rights of all others with regard to rights of others with regard to respects the rights of others with respects the rights of others with confidentiality and dignity, confidentiality and dignity, engages in regard to confidentiality and dignity, regard to confidentiality and/or consistently engages in honest honest interactions, and encourages and/or inconsistently engages in dignity, and/or does not engage in interactions, and requires all members honest interactions. all members of the school community honest interactions. of the school community to do the to do the same. same. The administrator monitors the school instructional environment to ensure that staff maintain a culture of respect, dignity, and honesty. Evidence: Indicator 4: The administrator follows policies, regulations, and procedures specific to role and responsibilities. Level Level 4 Level 3 Level 2 Level 1 The administrator consistently and The administrator sufficiently follows The administrator follows few or no The administrator follows most fully follows policies, regulations, and all policies, regulations, and policies, regulations, and procedures policies, regulations, and procedures procedures specific to role and procedures specific to his or her role specific to his or her role and specific to his or her role and responsibilities, and encourages and and responsibilities. The administrator responsibilities. The administrator responsibilities. The administrator

fully follows policies, regulations, and procedures specific to role and responsibilities, and encourages and supports school staff in doing the same. The administrator monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.

The administrator sufficiently follows all policies, regulations, and procedures specific to his or her role and responsibilities. The administrator monitors the school instructional environment to ensure most staff follow policies, regulations, and procedures.

The administrator follows most policies, regulations, and procedures specific to his or her role and responsibilities. The administrator somewhat monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.

The administrator follows few or no policies, regulations, and procedures specific to his or her role and responsibilities. The administrator does not or rarely monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.

Evidence:

Standard Score (Average of Above Indicator Levels):

ndicator 1: The administrator involves f	amilies and the community in appropriate	policy implementation, program planning	, and assessment.	Level
Level 4 The administrator frequently involves families and the community in appropriate policy implementation, program planning, and assessment by offering forums for discussion and providing a wide range of apportunities for participation in the school community.	Level 3 The administrator sufficiently involves families and the community in appropriate policy implementation, program planning, and assessment by gathering and incorporating their input as appropriate.	Level 2 The administrator minimally involves families and the community in a limited range of areas in policy implementation, program planning, and/or assessment.	Level 1 The administrator d involves families and any policy implement planning, and assess	d the community in
Evidence: Indicator 2: The administrator involves for the comparison of the compari	amilies and community members in the re	ealization of vision and in related school im	provement efforts.	Level
The administrator consistently pursues a shared sense of commitment by continuously involving families and community members in the realization of vision and in related school mprovement efforts.	The administrator sufficiently involves families and community members in the realization of vision and in related school improvement efforts.	The administrator minimally involves families and/or community members or involves only a limited number of families and community members in the realization of vision and in related school improvement efforts.	The administrator d involves families and members in the rea and in related school efforts.	d community lization of vision

Level 4 The administrator systematically connects students and families to a wide variety of community, health, human and social services as appropriate, and encourages other staff and teachers to take a leadership role in providing similar connections.	Level 3 The administrator sufficiently connects students and families to community health, human, and social services as appropriate.	Level 2 The administrator minimally connects students and families or only connects a small number of students and families to community health, human, and/or social services as appropriate.	Level 1 The administrator does not or rarely connects students and families to community health, human, and/or social services as appropriate.
Evidence:			

GOAL SETTING AND PLANNING TOOL Educator Name: _____ School Name: _____ Date: **Evaluator Name:** Information from the Self-Assessment tool is used to develop SMART* goals related to student learning and professional practice. An action plan, along with evidence to be collected, is developed to share with the evaluator. The educator and evaluator collaborate to refine or revise the goals and plan as needed. SMART* Goal #1 - Student Learning **Educator Plan Action Steps: Evidence:** SMART* Goal #2 - Professional Practice **Educator Plan Action Steps: Evidence:** *SMART S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked Educator Signature: Evaluator Signature: Date: _____

Administrator Observation Tool	Event/Activity Observed:	
Instructional Leadership and Professional Responsibilities Standards		
Administrator Name:	School Name: _	
Evaluator Name:	Date:	
Observation Time/Duration:	Observation Da	te:
This tool is used to collect evidence throughout the observation.		
Observation Evidence: What did the administrator say and do? (Teacher, student, and parent/stakeholder behaviors may also be considered.)		Aligned Standard(s)/ Indicator(s)
Feedback to the Administrator		

EVIDENCE REVIEW	TOOL	
Educator Name:	School Name:	
Evaluator Name:	Date:	
This tool is to be used throughout the evaluation cycle by the educator and evaluat records on separate copies of the tool to be discussed during a joint conference. The educator, review the evidence presented for alignment with Standards and Indicate	e evaluator uses this tool to record feedback	
Evidence		Aligned Standard(s)/ Indicator(s)
For all polition the Education		
Feedback to the Educator		

ADMINISTRATOR PRE-OBSERVATION CONFERENCE TOOL

Activity To Be Observed: _____

Administrator Name: ______

Evaluator Name:	Observation Time/Duration:
Date:	School Name:
Proposed Observation Date:	
This tool is for the administrator and evaluator to discuss an upcoming ar	nnounced observation. It is intended to guide thinking and conversation, so
every question may not be answered or be relevant to every observation.	
INSTRUCTIONAL LE	ADERSHIP STANDARDS
Questions to Guide Discussion:	Notes:
Planning: What is your planning process for leading your school?	
 Learning Focus: How will you create and sustain a focus on learning in your school? How will you monitor student/teacher performance data to ensure learning? How will you engage teachers in reflecting on practice for increased student learning? Culture of Continuous Improvement: How will you set clear expectations for performance? How will you monitor and provide support for growth and development? How will you support teacher development? How will you use data to drive continuous improvement? How will you demonstrate your deep belief that all children can achieve? Productive Relationships: How will you create a positive affective experience for all members of the school community? How will you provide for productive discourse with and among teachers to support decision-making? How will you enable collaboration with teachers to further school goals? Structures and Processes: How will you align curriculum, instruction, and assessment to state standards and college readiness standards? How will you implement a coherent and clearly articulated curriculum across the school? How will you review and monitor effectiveness? How will you allocate resources to support learning goals? Growth and Reflection: What have you been working on in your leadership practice since your last observation cycle? 	
Artifacts to Provide Contextual Information (if applicable)	
These can include some or all of the following but are not limited to this list: school performance plan; administrator notes; student performance data; teacher evaluations; teacher feedback; teacher work; professional development artifacts; student work; student feedback; teacher notes; audio/visual/print artifacts	

ADMINISTRATOR PRE-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
 Managing Human Capital: How will you collect and utilize observation data and evidence of teacher practice to support improved teacher performance? How will you use teacher effectiveness data to support and retain teachers? How will you develop teacher leaders? How will you comply with requirements and expectations of the Nevada Teacher Evaluation Framework? Reflection on Professional Growth and Practice: How will you use feedback and data to self-reflect on your practice? How will you pursue professional learning opportunities to remain current on educational research and further your own professional growth? Professional Obligations: How will you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all personnel, students and families? How will you follow school/district policies and regulations? Family Engagement: How will you involve families and community members in school improvement efforts? How will you involve families and assessment? How will you connect students and families to community health, human, and social services? 	
Growth and Reflection: What have you been working on to achieve your goals on the professional responsibilities standards since your last evaluation cycle?	
Artifacts to Provide Contextual Information (if applicable)	
These can include some or all of the following but are not limited to this list: school performance plan; administrator notes; teacher notes; meeting notes; audio/visual/print artifacts.	

ADMINISTRATOR POST-OBSERVATION CONFERENCE TOOL

Administrator Name:	Activity Observed:
Evaluator Name:	Observation Time/Duration:
Date:	School Name:
Date(s) of Observation(s):	
This tool is for the educator and evaluator to discuss an observation that has question may not be answered or be relevant to every observation.	
Questions to Guide Discussion:	Notes:
 Learning Focus: How did you create and sustain a focus on learning in your school? How did you monitor performance data to ensure learning? How did you engage teachers in reflecting on practice for increased student learning? Culture of Continuous Improvement: How did you set clear expectations for performance? How did you monitor and provide support for growth and development? How did you support teacher development? How did you use data to drive continuous improvement? How did you demonstrate your deep belief that all children can achieve? Productive Relationships: How did you create a positive affective experience for all members of the school community? How did you provide for productive discourse with and among teachers to support decision-making? How did you enable collaboration with teachers to further school goals? Structures and Processes: How did you align curriculum, instruction, and assessment to state standards and college readiness standards? How did you implement a coherent and clearly articulated curriculum across the school? How did you review and monitor effectiveness? How did you allocate resources to support learning goals? 	
Growth and Reflection: Strengths of instructional leadership? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?	
Artifacts to Provide Contextual Information (if applicable): These collist: school performance plan; administrator notes; student perform professional development artifacts; student work; student feedback	ance data; teacher evaluations; teacher feedback; teacher work;

ADMINISTRATOR POST-OBSERVATION CONFERENCE TOOL

PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
 Managing Human Capital: How did you collect and utilize observation data and evidence of teacher practice to support improved teacher performance? How did you use teacher effectiveness data to support and retain teachers? How did you develop teacher leaders? How did you comply with requirements and expectations of the Nevada Teacher Evaluation Framework? Reflection on Professional Growth and Practice: How did you use feedback and data to self-reflect on your practice? How did you pursue professional learning opportunities to remain current on educational research and further your own professional growth? Professional Obligations: How did you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all personnel, students and families? How did you follow school policies and regulations? Family Engagement: How did you involve families and community members in school improvement efforts? How did you involve families and community members in appropriate policy implementation, program planning, and assessment? How did you connect students and families to community health, human, and social services? 	
Growth and Reflection: Professional responsibilities strengths?	
Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?	
Artifacts to Provide Contextual Information (if applicable): These list: school performance plan; administrator notes; teacher evalua audio/visual/print artifacts.	=

ADMINISTRATOR EVALUATION CONFERENCE SUMMATIVE SCORING TOOL INSTRUCTIONAL LEADERSHIP STANDARDS

Administrator Name:			School Name:	
Date:			Evaluator:	
Dates of Observations: _				
Dates of Conferences:				
	ore by averaging all Indicator			dicator ratings are then used to domain score is then calculated by
		ted by averaging the or that Standard.		Overall Instructional Leadership Standards Score
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	(Average of all Standard Scores)
Leadership Practice Star (Continue on additional page(dards Strengths/Areas fo	or Growth and Evidence		
Educator Plan Progress a	and Evidence			
Lucutor Fluir Frogress (and Evidence			
Administrator Signature: _			Date:	
Evaluator Signature:			Date:	

	Standard 1: Creating and Su	ustaining a Focus on Learning		
5 5	•	for high student achievement and college	and career readiness,	Level
continually reviewing a	nd adapting the vision when appropriate.		_	
Level 4	Level 3	Level 2	Level 1	
Administrator engages a broad-range	Administrator engages most	Administrator engages some	Administrator engage	•
of stakeholders in the development	stakeholders in the development of a	stakeholders in the development of a	no stakeholders in th	•
and implementation of a coherent	coherent vision for high student	vision for high student achievement	a vision for high stud	
vision for high student achievement	achievement and college and career	and college and career readiness, with	and college and care	•
and college and career readiness,	readiness, reviewing and adapting the	limited review of the vision.	no, or almost no revi	ew of the vision.
continually reviewing and adapting the	vision when appropriate.			
vision as appropriate to achieve				
learning goals.				
Evidence:			C	Level
indicator 2: Administrator noids teacher	s and students accountable for learning th	rough regular monitoring of a range of peri	formance data.	Levei
Level 4	Level 3	Level 2	Level 1	
Administrator holds all teachers and	Administrator holds most teachers and	Administrator holds some teachers	Administrator holds i	•
students fully accountable for learning	students accountable for learning	and students accountable for learning	teachers and student	s accountable for
through regular and systematic	through regular monitoring of a range	through limited monitoring of	learning.	
monitoring of a wide-variety and range	of performance data.	performance data.		
of performance data.				
Evidence:				
	5 5	on their practice and taking improvement	actions to benefit	Level
student learning and support professiona	ıl growth.			
Level 4	Level 3	Level 2	Level 1	
Administrator structures multiple and	Administrator structures sufficient	Administrator structures limited	Administrator structu	ires no, or almost
varied opportunities to actively engage	opportunities to engage teachers in	opportunities to engage teachers in	no opportunities to e	~ ~
all teachers in reflecting on their	reflecting on their practice and taking	reflecting on their practice and taking	reflection on their pr	•
practice and taking improvement	improvement actions to benefit	improvement actions to benefit	improvement actions	
actions based on their own assessment	student learning and support	student learning and support	student learning and	support
to benefit student learning and	professional growth.	professional growth.	professional growth.	
support professional growth.				
Evidence:				
Evidence: Indicator 4: Administrator systematically	1	erm planning for student learning through		Level
Evidence: Indicator 4: Administrator systematically Level 4	Level 4	Level 4	Level 4	
Evidence: Indicator 4: Administrator systematically Level 4 Administrator systematically and	Level 4 Administrator adequately supports	Level 4 Administrator provides limited support	Level 4 Administrator provid	es no, or almost
Evidence: Indicator 4: Administrator systematically Level 4 Administrator systematically and consistently supports each teacher's	Level 4 Administrator adequately supports teachers' short-term and long-term	Level 4 Administrator provides limited support of teachers' short-term and long-term	Level 4 Administrator provid no support of teache	es no, or almost rs' short-term and
Evidence: Indicator 4: Administrator systematically Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for	Level 4 Administrator adequately supports teachers' short-term and long-term planning for student learning through	Level 4 Administrator provides limited support	Level 4 Administrator provid no support of teache long-term planning for	es no, or almost rs' short-term and
Evidence: Indicator 4: Administrator systematically Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and	Level 4 Administrator adequately supports teachers' short-term and long-term	Level 4 Administrator provides limited support of teachers' short-term and long-term	Level 4 Administrator provid no support of teache	es no, or almost rs' short-term and
Evidence: Indicator 4: Administrator systematically Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for	Level 4 Administrator adequately supports teachers' short-term and long-term planning for student learning through	Level 4 Administrator provides limited support of teachers' short-term and long-term	Level 4 Administrator provid no support of teache long-term planning for	es no, or almost rs' short-term and
Evidence: Indicator 4: Administrator systematically Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and	Level 4 Administrator adequately supports teachers' short-term and long-term planning for student learning through	Level 4 Administrator provides limited support of teachers' short-term and long-term	Level 4 Administrator provid no support of teache long-term planning for	es no, or almost rs' short-term and

Standard 2: Creating and Sustaining a Culture of Continuous Improvement					
Indicator 1: Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent				Level	
monitoring and follow-up on growth and development.					
Level 4	Level 3	Level 2	Level 1		
Administrator sets clear and high, yet	Administrator sets clear and adequate	Administrator sets minimal	Administrator sets no, or almost no		
achievable, expectations for all teacher	expectations for teacher performance	expectations for teacher performance	expectations for teacher performance		
performance and student performance	and student performance and creates	and student performance and	and student perform	ance and creates	
and creates a system for consistent	an adequate system for monitoring	minimally monitors growth and	no system for monitoring growth and		
monitoring and follow-up on growth	and follow-up on growth and	development.	development.		
and development.	development.				
Evidence:					
Indicator 2: Administrator supports teac	her development through quality observat	ion, feedback, coaching, and professional le	earning structures.	Level	
Level 4	Level 3	Level 2	Level 1		
Administrator fully supports teacher	Administrator adequately supports	Administrator provides minimal	Administrator provid	es no, or almost	
development for all teachers through	teacher development for most	support for teacher development	no support for teache	er development.	
quality observation, feedback,	teachers through quality observation,	through quality observation, feedback,			
coaching, and professional learning	feedback, coaching, and professional	coaching, and professional learning			
structures.	learning structures.	structures.			
Evidence:					
Indicator 3: Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.					

Level 4 Level 3 Level 2 Level 1 Administrator gathers and analyzes Administrator gathers and analyzes Administrator gathers and analyzes Administrator gathers and analyzes no, multiple sources and a wide-variety of adequate sources of data to limited sources of data to monitor and or almost no sources of data to data to systematically and consistently sufficiently monitor and evaluate evaluate progress of school learning monitor and evaluate progress of monitor and evaluate progress of progress of school learning goals to goals to drive continuous school learning goals to drive school learning goals to drive drive continuous improvement. improvement. continuous improvement. continuous improvement. Evidence: Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status. Level Level 4 Level 3 Level 2 Level 1 Administrator models and Administrator models and Administrator demonstrates minimal Administrator demonstrates little expectation that children can learn at demonstrates the highest expectation demonstrates high expectations that expectations that children can learn at that all children can learn at high levels all children can learn at high levels high levels regardless of family high levels regardless of family regardless of family background, socioregardless of family background, background, socio-economic status, or background, socio-economic status, or economic status, or ability. The socio-economic status, or ability. ability. ability. administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve. Evidence:

	Standard Sc	ore (Average of Above Indicator Levels):		
	Standard 3: Creating and Susta	aining Productive Relationships		
	s a welcoming, respectful, and caring environments all members of the school's community.		lents' well-being to	Level
Level 4 Administrator fully demonstrates a welcoming, mutually - respectful, and caring environment and an interest in all adults' and students' well-being to create a positive affective experience for all members of the school community. Evidence:	Level 3 Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' wellbeing to create a positive affective experience for members of the school community.	Level 2 Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' wellbeing to minimally create a positive affective experience for members of the school community.	Administrator does r welcoming, respectfu environment and an adults' and students' does not create a por experience for all me school community.	ul, and caring interest in most well-being and sitive affective
	ortunities for extended, productive discours cesses.	se between the administrator and teacher(s) and among	Level
Level 4 Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.	Level 3 Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 2 Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 1 Administrator provid no opportunities for discourse between the and teachers and am support decision-ma	productive ne administrator ong teachers to
Evidence:		L		
Indicator 3: Administrator structures the further school goals.	e school environment to enable collaborati	on between administrators and teachers a	nd among teachers to	Level
Level 4 Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals. Evidence:	Level 3 Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.	Level 2 Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 1 Administrator does r school environment collaboration between and teachers and am further school goals.	to enable en administrators
Indicator 4: Administrator has structure learning goals.	s and processes in place to communicate a	nd partner with teachers and parents in su	pport of the school's	Level
Level 4 Administrator has effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals. Evidence:	Level 3 Administrator has adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.	Level 2 Administrator has limited structures and processes in place and inadequately communicates and partners with teachers and parents in support of the school's learning goals.	Level 1 Administrator has no structures and proce communicate and parents school's learning goal	sses in place to artner with in support of the

Indicator 1. Administrator implements s	estame and processes to align surrisulum.	instruction, and assessment to state stands	and college	Level
Indicator 1: Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.				
Level 4 Administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Level 3 Administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate.	Level 2 Administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.	Level 1 Administrator implen almost no systems ar align curriculum, inst assessment to state s college-readiness sta	nd processes to ruction, and tandards and
Evidence:				
Indicator 2: Administrator develops syst continually reviewing and adapting when	·	nt and clearly articulated curriculum across	the entire school,	Level
Level 4 Administrator develops effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Administrator develops sufficient systems and processes to adequately implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate.	Level 2 Administrator develops limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 1 Administrator develor no systems and proceed implement a coherent curriculum across the	esses to minimally at and articulated
Evidence:				
Indicator 3: Administrator allocates reso	urces effectively, including organizing time	, to support learning goals.		Level
Level 4 Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision. Evidence:	Level 3 Administrator allocates resources adequately, including organizing time, to support learning goals.	Level 2 Administrator allocates resources inadequately including organizing time, to minimally support learning goals.	Level 1 Administrator allocat no resources to supp	
LVIGETICE.				

Standard Score (Average of Above Indicator Levels):

ADMINISTRATOR EVALUATION CONFERENCE SUMMATIVE SCORING TOOL PROFESSIONAL RESPONSIBILITIES STANDARDS

Administrator Name:			School Name:		
			Evaluator:		
Dates of Observations: _					
Dates of Conferences:					
	re by averaging all Indicator			dicator ratings are then used to ies domain score is then calculated	
	Overall Professional Responsibilities Score				
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	(Average of all Standard Scores)	
Professional Responsibil	ities Strengths/Areas for	Growth and Evidence			
Educator Plan Progress a	nd Evidence				
6					
Administrator Signature: _			Date:		
Evaluator Signaturo			Date		

Standard 1: Manages Human Capital Indicator 1: The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance. Level 2 Level 4 Level 3 Level 1 The administrator consistently and The administrator collects high quality The administrator collects observation systematically collects high quality observation data and evidence of data and evidence of teacher practice observation data and evidence of teacher practice in a fair and equitable in a fair and equitable manner but

The administrator consistently and systematically collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and fully uses evaluation results to strategically provide individualized and school-wide supports to improve performance. The administrator models fair and equitable evaluation practices.

The administrator collects high qual observation data and evidence of teacher practice in a fair and equital manner, and sufficiently utilizes the results of evaluations to provide appropriate supports to improve performance.

The administrator collects observation data and evidence of teacher practice in a fair and equitable manner but minimally utilizes the results of evaluations as evidenced by providing only limited supports to improve performance.

The administrator does not or rarely collects observation data and evidence of teacher practice in a fair and equitable manner, and does not or rarely uses the results of evaluations to provide supports to improve performance.

Level

Evidence:

Indicator 2: The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.

Level

Level 4

The administrator leads a team in using available data, including teacher effectiveness data, to successfully identify, recognize, support, and retain teachers. The administrator collaborates with all teachers and staff to actively monitor and improve these processes.

Level 3
The administrator sufficiently uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and monitors these processes

The administrator minimally uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and minimally monitors these processes.

The administrator does not or rarely uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and/or fails to monitor the effectiveness of these processes.

Evidence:

Indicator 3: The administrator supports the development of teacher leaders and provides leadership opportunities.

Level

Level 4

The administrator collaborates with instructional staff and the leadership team to provide extensive support for the development of teacher leaders and provides multiple and varied leadership opportunities.

Level 3 The adn

appropriately.

The administrator supports or designates others to sufficiently support the development of teacher leaders and provide leadership opportunities; however, this is completed with limited input from the instructional staff or leadership team.

Level 2

Level 2

The administrator minimally supports the development of teacher leaders and provides limited or inadequate leadership opportunities.

Level 1

Level 1

The administrator does not or rarely supports the development of teacher leaders and does not provide leadership opportunities.

Evidence:

Indicator 4: The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Level

Level 4

The administrator leverages the Nevada Teacher Evaluation Framework for continuous improvement in performance, and coaches or mentors other principals in using the framework with fidelity. The administrator communicates the requirements and expectations to all school leadership and staff.

Level 3

The administrator leverages the Nevada Teacher Evaluation Framework. The administrator communicates the requirements and expectations to all school leadership and staff.

Level

The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator makes limited attempts to communicate the requirements and expectations to others.

Level 1

The administrator does not or rarely complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator does not or rarely communicates, or is unsuccessful in communicating, the requirements and expectations to others.

Evidence:

Standard Score (Average of Above Indicator Levels):

Standard 2: Self-reflection and Professional Growth

Indicator 1: The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.

Level

Level 4

The administrator models high levels of self-reflection, seeks out feedback from multiple sources, and using a variety of data to systematically reflect on and adjust his or her instructional leadership and professional practice behaviors while setting timely and challenging professional growth goals.

Level 3

The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect, adjust his or her instructional leadership and professional practice behaviors and set appropriate professional growth goals.

Level 2

The administrator seeks out feedback from a limited set of colleagues and staff, and uses a narrow collection of data to minimally self-reflect, adjust his or her instructional leadership and professional practice behaviors and set professional growth goals.

Level 1

The administrator does not or rarely seeks out feedback from colleagues and staff and/or does not or rarely uses additional data to self-reflect on his or her instructional leadership and professional practice behaviors.

Evidence:

Indicator 2: The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.

Level

Level 4

The administrator seeks a wide variety of opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school and the district.

Level 3

The administrator seeks appropriate opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school.

Level 2

The administrator seeks limited opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator makes a limited attempt to share and/or apply knowledge gained within the school.

Level 1

The administrator does not or rarely seeks out opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator rarely makes an attempt to share and/or apply knowledge gained within the school.

Evidence:

Indicator 3: The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Level

Level 4

The administrator pursues a wide variety of fully aligned professional learning opportunities and applies the information and practices acquired to continuously improve more than three key areas of his/her instructional leadership across the school community. The administrator is a model for and encourages staff and teachers in pursuing aligned professional learning opportunities.

Level 3

The administrator pursues aligned professional learning opportunities and applies the information and practices acquired to improve up to three key areas of his or her instructional leadership

Level 2

The administrator pursues limited or poorly aligned professional learning opportunities or minimally applies the information and practices acquired to improve his or her instructional leadership across the school community.

Level 1

The administrator does not or rarely pursues aligned professional learning opportunities or inadequately applies the information and practices acquired to improve his or her instructional leadership across the school community.

Evidence:

Standard Score (Average of Above Indicator Levels): **Standard 3: Professional Obligations** Indicator 1: The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. Level Level 4 Level 3 Level 2 Level 1 The administrator models, advocates, The administrator sufficiently models The administrator inconsistently The administrator does not or rarely trains, and supports other leaders, and advocates for fair, equitable, and models and/or advocates for fair, models or advocates for fair, staff, and community members in appropriate treatment of all equitable, and appropriate treatment equitable, and appropriate treatment providing fair, equitable, and personnel, students, and families. The of all personnel, students, and/or of all personnel, students, and families. The administrator hesitates in families. The administrator does nor or appropriate treatment of all administrator takes appropriate and personnel, students, and families. The sufficient actions that address issues taking action or takes insufficient rarely takes action or takes ineffective administrator takes immediate actions actions that only partially address actions that fail to address issues of of unfair, inequitable, and that fully address and resolve issues of inappropriate treatment of others. issues of unfair, inequitable, and unfair, inequitable, and inappropriate unfair, inequitable, and inappropriate inappropriate treatment of others. treatment of others. treatment of others. Evidence: Indicator 2: The administrator models integrity in all interactions with colleagues, staff, students, family, and the community. Level Level 4 Level 2 Level 3 Level 1 The administrator demonstrates and The administrator models a high level The administrator models a minimal The administrator models little level of integrity (e.g. ethical standards integrity (e.g. ethical standards of the models the highest level of integrity of integrity (e.g. ethical standards of (e.g. ethical standards of the the profession) in all interactions with of the profession) in interactions with profession) in interactions with profession) in all interactions with colleagues, staff, students, families, colleagues, staff, students, families, colleagues, staff, students, families, students, families, colleagues, and the and the community, and encourages and the community. and the community. community. The administrator takes and supports (through an active role in ensuring that students communications and professional and staff treat others with integrity. development activities) all school staff in doing the same.

Evidence:

Indicator 3: The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.

Level

Level 4

The administrator fully respects the rights of all others with regard to confidentiality and dignity, consistently engages in honest interactions, and requires all members of the school community to do the same. The administrator monitors the school instructional environment to ensure that staff maintain a culture of respect, dignity, and honesty.

Level 3

The administrator fully respects the rights of others with regard to confidentiality and dignity, engages in honest interactions, and encourages all members of the school community to do the same.

Level 2

The administrator inconsistently respects the rights of others with regard to confidentiality and dignity, and/or inconsistently engages in honest interactions.

Level 1

The administrator does not or rarely respects the rights of others with regard to confidentiality and/or dignity, and/or does not engage in honest interactions.

Evidence: Indicator 4: The administrator follows policies, regulations, and procedures specific to role and responsibilities. Level Level 4 Level 3 Level 2 Level 1 The administrator consistently and The administrator sufficiently follows The administrator follows most The administrator follows few or no all policies, regulations, and fully follows policies, regulations, and policies, regulations, and procedures policies, regulations, and procedures procedures specific to role and procedures specific to his or her role specific to his or her role and specific to his or her role and responsibilities, and encourages and and responsibilities. The administrator responsibilities. The administrator responsibilities. The administrator supports school staff in doing the monitors the school instructional somewhat monitors the school does not or rarely monitors the school same. The administrator monitors the environment to ensure most staff instructional environment to ensure instructional environment to ensure school instructional environment to follow policies, regulations, and staff follow policies, regulations, and staff follow policies, regulations, and ensure staff follow policies, procedures. procedures. procedures. regulations, and procedures.

Evidence:

	Standard Sco	ore (Average of Above Indicator Levels) :					
	Standard A: Family and	Community Engagoment					
Standard 4: Family and Community Engagement Indicator 1: The administrator involves families and the community in appropriate policy implementation, program planning, and assessment. Level							
Level 4 The administrator frequently involves families and the community in appropriate policy implementation, program planning, and assessment by offering forums for discussion and providing a wide range of opportunities for participation in the school community.	Level 3 The administrator sufficiently involves families and the community in appropriate policy implementation, program planning, and assessment by gathering and incorporating their input as appropriate.	Level 2 The administrator minimally involves families and the community in a limited range of areas in policy implementation, program planning, and/or assessment.	Level 1 The administrator do involves families and any policy implement planning, and assessr	the community ir tation, program			
Evidence: Indicator 2: The administrator involves families and community members in the realization of vision and in related school improvement efforts. Level							
Level 4 The administrator consistently pursues a shared sense of commitment by continuously involving families and community members in the realization of vision and in related school improvement efforts.	Level 3 The administrator sufficiently involves families and community members in the realization of vision and in related school improvement efforts.	Level 2 The administrator minimally involves families and/or community members or involves only a limited number of families and community members in the realization of vision and in related school improvement efforts.	Level 1 The administrator do involves families and members in the realizand in related school efforts.	community zation of vision			
Evidence:		,					
Indicator 3: The administrator connects students and families to community health, human, and social services as appropriate.							
Level 4 The administrator systematically connects students and families to a wide variety of community, health, human and social services as appropriate, and encourages other staff and teachers to take a leadership role in providing similar connections.	Level 3 The administrator sufficiently connects students and families to community health, human, and social services as appropriate.	Level 2 The administrator minimally connects students and families or only connects a small number of students and families to community health, human, and/or social services as appropriate.	Level 1 The administrator does not or rarely connects students and families to community health, human, and/or social services as appropriate.				

Standard Score (Average of Above Indicator Levels):

ADMINISTRATOR EVALUATION CONFERENCE SUMMATIVE RATING - EDUCATIONAL PRACTICE

Administrator Name:		School Nam	e:					
Evaluator Name: Transfer the Standard scores and Instructional Leadership Practice and Professional Responsibilities domain scores from the Summative Scoring form to this tool. The final Educational Practice score is then determined by calculating the sum of the weighted domain scores.								
Administrator Instructional Leadership Standards								
Standar	Leadership Practice Standards							
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Overall Score = Average of Standard Scores				
Administrator Professional Responsibilities Standards								
Standa	Professional Responsibilities							
Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standards Overall Score = Average of Standard Scores				
			I					
		tice Overall Score	mative Score					
	·	.70						
Educational Practice Overall Rating* of Ineffective, Minimally Effective, Effective, or Highly Effective *Method to determine final rating pending recommendation by the TLC following completion of the validation study.								
Administrator Signature: _			Date:					
Evaluator Signature:			Date:					